

CTA *Journal*

NOVEMBER
1955

CALIFORNIA TEACHERS ASSOCIATION

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John Steinbeck—A Great Californian



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CTA Journal

John Steinbeck

A native Californian whose name is known to every reader, John Steinbeck is widely praised and damned. Teachers who read his comment on page 7 will have mixed emotions, but they will admit that his measure of a good teacher is sincere and challenging. Cover photograph for this, the third in a series on Great Californians, was produced by Philippe Halsman and made available to the Journal by Viking Press.

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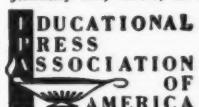
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What Freedom Means in American Education

William G. Carr

THE word "free" as applied to education has at least three meanings. In these times all of our social institutions, including the schools, are under close review and appraisal. It may be well, therefore, that we Americans also remind ourselves of the various ways in which we have made our schools free, and mean to keep them so. Vigilance remains the price of liberty—in education as in government.

The first meaning of "free" schools is economic. When we speak of free education, we usually mean that it is paid for from the public purse and provided without cost to the entire population of suitable age. The conviction that self-government is possible only if exercised by educated men runs far back into our history. This concept also penetrates deeply into many of our present social arrangements. We intend that government by the people shall endure. We are therefore required to see to it that all the people shall have a full opportunity to learn the rights and duties of American citizenship.

We have come a long way in making education free in this economic sense. We have not reached the end of the road. There are still a few individuals and groups who do not believe that universal free education is either possible or desirable. Many economic obstacles to the achievement of equal educational opportunity remain. Nevertheless, our country has gone further in offering free education to all its citizens than any other nation anywhere in the world, or at any point in history.

There is a second sense in which the word "free" can be applied to American Schools. We have aimed to make our educational system as free as possible from restrictive shackles of tradition. American industry has grown great and productive by daring, by invention, by ingenuity, by freedom to adopt new systems and requirements. American education has increased its efficiency by using the same kinds of freedom. If anyone can propose a more effective way of teaching arithmetic, or of arranging the facts of history, or of teaching and learning any other useful skill

or knowledge, our schools are free to put such suggestions to the experimental test. Local control of schools has been an exceedingly important factor in safeguarding this phase of freedom for our schools.

This second aspect of educational freedom, like the first, has not gone unchallenged. Our schools are criticized from time to time because they do feel free to try new teaching methods, new arrangements of subject matter, or new mechanical aids to learning.

There is a third respect in which we can apply the adjective "free" to American schools. We boast of education that is free in terms of the freedom of the mind. We have regarded our American schools as instruments for presenting varied points of view, and for giving practice in the evaluation of evidence and in the reaching of rational conclusions. We have looked upon our schools as a means of protecting our citizens from bias rather than as a means for indoctrinating the young. For that reason, our schools at their best indoctrinate only in the principles of freedom themselves. This third aspect of freedom, too, is under attack today in ways that are well known.

The priceless heritage in American education is freedom. The teaching profession in this country will do its utmost to keep education free in the economic sense, free in ability to adapt, and free in the right and the duty to develop attitudes and standards of critical thought and civic responsibility. The teaching profession can no more take any other attitude than the medical profession could try to make people ill.

Dr. Carr, executive secretary of the National Education Association, spoke before the Education Writers Association at Atlantic City, February 18, 1953. This guest editorial is a summary of his speech. After more than two years of critical discussion on the public schools, his remarks are still pertinent and timely.

GOVERNOR'S CONFERENCE

Citizens and Educators Seek Answers

— in preparation for White House Conference on Education

IN preparation for the White House Conference on Education to be held in the nation's capital at the close of this month, more than 2000 California citizens met in Sacramento September 30 and October 1 to weigh the major issues before the schools.

"The state's gigantic and unparalleled schooling problems must be solved to guarantee children their birthright to a good education," said Governor Goodwin J. Knight in his opening address. The governor stressed that adequate financing, sufficient classrooms, and more and more qualified teachers must be provided to satisfy this birthright. He pointed out that these problems of growth will continue to plague the schools for the next decade.

State Meets Problems

California is doing something about its schools, the governor added. "Nothing will be left undone to insure that our children will receive full academic training under tutelage of qualified teachers in suitable schoolrooms equipped with all the facilities and services available for use in this modern age."

Delegates to the Governor's Conference roughly numbered two private citizens to each educator. Representatives of labor unions, industry, business, school boards, voter groups, and civic organizations joined teachers and school administrators.

Ninety discussion groups scattered to appropriate meeting rooms all over the city. Each group numbered about 20 people, with 14 to 20 groups assigned to each of six major questions. Discussions continued for seven hours, trying to find common ground and often reaching unanimous conclusions.

"What should our schools accomplish?" was the assignment of Division 1. Clearly these groups felt that children and youth must be equipped to undertake their obligations as citizens and must at the same time achieve adequate mastery of the "three R's." Conflict about education is due to inadequate communication between school people and the lay public, involving differences in terminology; a view frequently expressed by groups on other subjects.

Importance of science and mathematics, learning about the economy and institutions of our country, and vocational training were emphasized. It was generally agreed that students should study competing ideologies such as communism, socialism, and fascism, "but they should be taught objectively and without advocacy by competently prepared teachers."

Teamwork Is Necessary

Teamwork between the school, the home, the church, and the community must be worked out in each local level. Particular attention must be paid the gifted child.

Division 2 considered "How can we organize our schools more efficiently and economically?" Unified school districts were urged as the best method of strengthening these needs. Warnings on method of unionization and unification were voiced, however, and good public relations through citizen advisory groups was emphasized. Strong local control units can solve most of the school's problems.

"What are our school building needs and how can we meet them?" was a major discussion item. A conclusion was that current inadequacies for financing permanent school plants where needed must be considered symptoms of poor school districting, poor property assessment practices, poor bonding and taxing laws, or perhaps a combination of all, rather than basic inability of our economic structure to provide funds. Minimum standards for a schoolhouse were identified, bonding laws were criticized, and high construction standards supported.

Recruitment problems were discussed by the people assigned Question 4: "How can we get enough good teachers . . . and keep them?" Answers included: increase the prestige of the profession, improve working conditions, pay equitable salaries, revise preparation programs, provide scholarships for able students, organize vigorous recruitment programs. Higher standards for selection and retention of teachers were urged.

"How can we finance our schools?" brought strong consensus that local property should bear no greater financial burden, that additional needed funds should come from state sources, and that the federal government should meet the costs caused by impact of federal activities. There was strong feeling that federal aid be used for capital outlay only, with opinion divided on federal aid for current expense on an equalization basis.

Equal assessment practices among counties was urged, as well as reduction of exemptions. Consensus indicated that equal division of support between state and local is satisfactory.

The sixth and last question was "How can we obtain a continuing interest in education?"

Representation on school problems must come from all levels of the community, with resistance to undue influence by pressure groups. Every teacher has a responsibility for public contact. Adequate public reports should be made by the schools to the people. Mass media should be used to assure continuing communication. No news should be suppressed. All citizens should be given an opportunity to help form educational objectives.

Johnson Presides

Gardiner Johnson, San Francisco attorney and CTA legal counsel, presided at opening and closing general sessions and gave the final summary report from which the above points were extracted.

According to Harold B. Roberts, conference coordinator, the complete summary report will be published early this month and will contain a breakdown of majority and minority opinion on the many issues leading into the major questions.

Speakers in addition to Johnson and Governor Knight included Dr. Roy E. Simpson, Mrs. P. D. Bevil, Mrs. Rollin Brown, and Neil McElroy, chairman of the committee for the White House Conference on Education. The a capella choir of San Juan high school sang The Lord's Prayer in an inspired closing scene.

Field Conferences Spur Interest in Many Communities

Eighteen field conferences were held in many parts of California during October, setting the stage for additional professional meetings in November and December.

Normally conducted under joint sponsorship of local or county associations and CTA Field Service, the field conferences run from 4 to 9 p.m., broken by a dinner session. Attendance, spurred by good advance publicity and well-arranged professional programs, has been reported excellent in most communities.

Faculty chairmen, membership chairmen, and CTA contact personnel were specially invited to take part in discussions of retirement, legislation, legal rights, CTA program and operation, public relations, leadership techniques, NEA programs, professional relations, salaries and school finance.

Two units of institute credit was offered for full participation in most of the field conferences scheduled this year.

Hundreds of teachers who have taken part have attested that the conferences were a source of reliable information and inspiration.

Field conferences scheduled for the next few weeks include: Tulare county, Porterville, November 1; North Los Angeles county, Palmdale, November 1; South Los Angeles county, Compton, November 2; East Los Angeles county, San Gabriel, November 3; San Bernardino, Colton, November 15; Los Angeles city elementary, Los Angeles, November 17; Riverside county, Riverside, December 6; Imperial county, Brawley high school, December 7; Orange county, Fullerton, January 19.

STATE COUNCIL will meet at the Ambassador Hotel in Los Angeles December 9-10. A featured speaker will be NEA President John Lester Buford of Illinois.

CTA BOARD OF DIRECTORS will meet December 10, January 7, March 3, April 7, June 2, August 25, according to schedules now set. Except for the December meeting at Los Angeles, each session will be held at CTA headquarters in San Francisco.

CALENDAR of coming events

4-5—California Advisory Council on Educational Research conference; Santa Barbara.

4-6—CTA Central Section; leadership training conference; Asilomar.

5—CTA Central Coast Section; council meeting; Monterey.

5—CTA Southern Section; council meeting; Los Angeles.

6-12—AMERICAN EDUCATION WEEK.

11—VETERANS' DAY

11-12—Western College Association; fall meeting; San Francisco.

11-12—Council for Teacher Education in Home Economics in California; Fresno.

12—CSTA Northern Conference on Professional Problems; San Francisco.

12—CTA Moral and Spiritual Values; committee meeting; San Francisco.

12—CTA Salary Schedules and Trends; committee meeting; San Francisco.

12—CTA Youth Activities and Welfare Committee; meeting; San Francisco.

14-16—California Association of County School Superintendents; Sacramento.

14-17—California Congress of Parents and Teachers; advisory board meeting; Los Angeles.

16-19—California Speech Therapy Association joint meeting with American Speech and Hearing Association; Los Angeles.

19—CSTA Southern Conference on Professional Problems; Los Angeles.

19—CESAA, Southern Section; sectional meeting; Santa Barbara.

19—Northern California Association of Continuation Education; administrators planning meeting; San Francisco.

21—Joint Committee on Personnel Standards; meeting; San Francisco.

24—THANKSGIVING DAY.

24-26—National Council for the Social Studies, NEA; 35th annual convention; New York City.

28-December 1—WHITE HOUSE CONFERENCE ON EDUCATION; WASHINGTON, D.C.

DECEMBER:

2—CTA Commission on Educational Policy; meeting; San Francisco.

3—CTA Bay Section; council meeting; Berkeley.

3—CESAA, Southern Section; sectional conference; Oceanside.

8—CTA - NEA Relations Commission meeting; Los Angeles.

8—CSTA State Executive Board meeting; Los Angeles.

9-10—CTA STATE COUNCIL MEETING; Los Angeles.

9-10—CSTA semi-annual executive council meeting; Los Angeles.

10—CTA Central Section Advisory committee meeting; Fresno.



Although Public Schools Week in April is the time California annually goes on exhibit, NEA-sponsored American Education Week coming November 6-12 will offer an unusual opportunity this year to direct public attention to the forthcoming White House Conference on Education.

Publicity materials and suggestions for special events have been distributed by National Education Association for use in the schools during American Education Week. Many schools in California will make good use of these materials.

See page 4 for a brief account of the Governor's Conference on Education held in Sacramento. Hundreds of citizens who attended will be prepared to discuss the six major questions considered there as public interest in the White House Conference increases.

John Steinbeck

says a great teacher
is one of the
great artists

A 20TH century Dickens is John Steinbeck. Warm and human, inconsistent and versatile, occasionally angry but more often delighted with life on its lowest levels. Steinbeck is a novelist of distinction.

Most teachers will admit that Steinbeck fiction is too rich for juvenile consumption, hence rarely admissible to the classrooms. But critic and casual reader alike will agree that this Californian has painted word pictures which will live. Our time and place will survive in Steinbeckian prose as surely as Charles Dickens preserved his environment on printed pages.

It's Now "Steinbeck Country"

Steinbeck was born in Salinas on February 27, 1902, one of four children and the only son of John Ernst Steinbeck and Olive Hamilton Steinbeck. His father had been, for many years, treasurer of Monterey County. His mother had been a school teacher. From her he inherited the qualities of the North Irish: a reticent but determined character, a wry sense of humor, a muscular, rough-hewn, red-complexioned appearance. One essayist wrote, "One reason the world loves Irishmen is that in them, as in John Steinbeck, toughness and tenderness walk hand in hand."

Graduating from Salinas high school in 1919, he entered Stanford University where he came and went on his own whim until 1925, deserting the classroom when spring clothed the Monterey hills or when he got the urge to work on a ranch. He did not earn a degree but specialized in marine biology.

Works as Day Laborer

Driven by the romantic notion that New York was the place for an aspiring writer, he got a short-lived job on a metropolitan newspaper. Then he carried a hod for the building of Madison Square Garden and took a variety of day laborer jobs. As a caretaker at a Lake Tahoe estate, he had time during the next two winters to write. After three failures, he published *Cup of Gold* in 1929, today distinguished as one of the rarest of Steinbeck items sought by collectors.

The next two books sold fewer than 1000 copies each. He

*"Pretty it ain't" wrote Steinbeck when
he sent this snapshot taken in August when
he was on a fishing vacation.*



.... like captured fireflies

By John Steinbeck

MY eleven-year-old son came to me recently and in a tone of patient suffering, asked, "How much longer do I have to go to school?" "About fifteen years," I said.

"Oh! Lord," he said despondently. "Do I have to?"

"I'm afraid so. It's terrible and I'm not going to try to tell you it isn't. But I can tell you this—if you are very lucky, you may find a teacher and that is a wonderful thing."

"Did you find one?"

"I found three," I said.

It is customary for adults to forget how hard and dull and long school is. The learning by memory all the basic things one must know is the most incredible and unending effort. Learning to read is probably the most difficult and revolutionary thing that happens to the human brain and if you don't believe that, watch an illiterate adult try to do it. School is not easy and it is not for the most part very much fun, but then, if you are very lucky, you may find a teacher. Three real teachers in a lifetime is the very best of luck. My first was a science and math teacher in high school, my second a professor of creative writing at Stanford and my third was my friend and partner, Ed Ricketts.

I have come to believe that a great teacher is a great artist and that there are as few as there are any other great artists. It might even be the greatest of the arts since the medium is the human mind and spirit.

My three had these things in common—They all loved what they were doing. They did not tell—they catalyzed a burning desire to know. Under their influence, the horizons sprung wide

and fear went away and the unknown became knowable. But most important of all, the truth, that dangerous stuff, became beautiful and very precious.

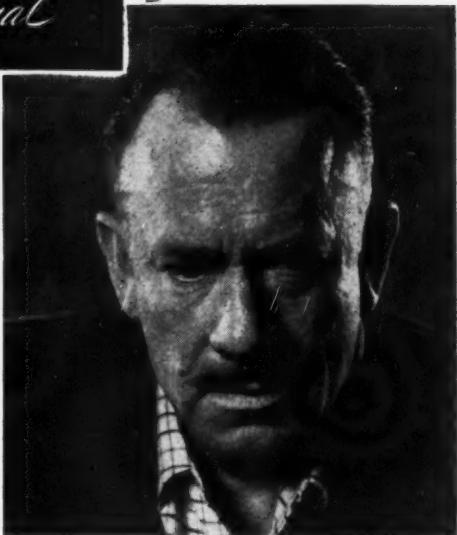
I shall speak only of my first teacher because in addition to the other things, she brought discovery.

She aroused us to shouting, bookwaving discussions. She had the noisiest class in school and she didn't even seem to know it. We could never stick to the subject, geometry or the chanted recitation of the memorized phyla. Our speculation ranged the world. She breathed curiosity into us so that we brought in facts or truths shielded in our hands like captured fireflies.

She was fired and perhaps rightly so, for failing to teach the fundamentals. Such things must be learned. But she left a passion in us for the pure knowable world and me she inflamed with a curiosity which has never left me. I could not do simple arithmetic but through her I sensed that abstract mathematics was very like music. When she was removed, a sadness came over us but the light did not go out. She left her signature on us, the literature of the teacher who writes on minds. I have had many teachers who told me soon-forgotten facts but only three who created in me a new thing, a new attitude and a new hunger. I suppose that to a large extent I am the unsigned manuscript of that high school teacher. What deathless power lies in the hands of such a person.

I can tell my son who looks forward with horror to fifteen years of drudgery that somewhere in the dusty dark a magic may happen that will light up the years . . . if he is very lucky.

REPRESENTING leadership in the field of literature, this story about John Steinbeck is the third in the Journal's "Great Californian" cover series. The nine-month series will illustrate that "good teachers stand in the shade of our great men." Next month the story of Walt Disney will be featured, to be followed by Chief Justice Earl Warren. Subjects already presented were Herbert Hoover and Ralph J. Bunche.



married in 1930 and went to work with his hands—in a fish hatchery, on fruit ranches, as a surveyor, an apprentice painter, and a chemist. *Tortilla Flat*, in 1935, met with modest success, but he did not win popular and critical acclaim until *Of Mice and Men* became a best-seller and Book - of - the - Month Club selection in 1937.

Two years later *Grapes of Wrath* was hailed as the 20th century Uncle Tom's Cabin. The itinerant Joad family in their battered jalopy on the California roads became the symbol of a literary controversy which still continues. The book was burned, banned, borrowed—and bought. It won the author a Pulitzer prize and became a prize-winning film.

Tries to Shun Fanfare

Steinbeck, a genuinely shy man, avoided the sound and fury which his success brought. He refused interviews, stayed away from "lit'ry" gatherings, had nothing to do with personal exploitation.

Overcoming his hatred of cities in recent years, he has a home in New York and an office on 72nd Street. But he spends long vacations with his sons, fishing at Sag Harbor, Long Island, and frequently returns to California. He maintains the house in Salinas Valley where he started writing.

Product Ranges Wide

Since 1929 the author has produced 25 books and a prodigious volume of

magazine features. They have included a strike novel, a propaganda novel, three stylized experiments with plays in novel form, a marine life narrative, a volume of short stories, an epic prose-poem, and a group of picaresque comic novels on the delights of poverty and lawlessness.

One of a series of Steinbeck pieces in *Saturday Review* was an editorial titled "A Plea to Teachers," appearing last April. His cry of pain was caused by teachers who assigned writing projects to their students for a biographical sketch of a famous person. Having just reached a decision on the "Great Californians" series, I wrote him, telling him that "in spite of your Plea to Teachers I got my grubby little hands on a sheet of letter paper . . . my request for autobiographical purging is based on the honest conviction that you lead the field of literature."

Merits of a Good Lie

His response was a three-page letter which had my secretary all a-flutter for the rest of the week. But he denied me a sketch of his life, saying, "When I have attempted to go back either into my former lives or former books, I have had the kind of dull sensation one gets on looking over old dance programs when one forgets the girl one took to the ball. Some of the things written about me and my work . . . seem to be only partly true. This is largely my fault, because I am sure that at the base I furnished the misinformation. How-

ever, I usually find out that a good lie is a better documentation than the truth since a lie is based on the personality of the teller; while the truth may be something utterly ridiculous that happened and is not controlled."

Then he passed on to other subjects and reminisced: "A couple of days ago I was visited by a distinguished editor and publisher from Switzerland. He had come over under the wing of our State Department and had requested that he be sent to Monterey County in California, mainly because he had read my books. He was surprised when he got out there to find that the better people hold me in no respect or honor whatever; in fact, have plain distaste for me. I can well understand this might be. I know too much about them and they are afraid that some time I might write it. They don't know that I won't. I think they will like me very much when I am delivered in a pine box and when it is perfectly sure that I will dig up no skeletons."

Loved Half His Teachers

I had asked him for comment about a favorite teacher and he complied with: "Half of them I was in love with and the other half I detested. I suppose this was in direct relation to their feeling toward me. I have had one or two really great ones and a great teacher is one of the great artists. There are very few great artists in the world, but I know nothing quite so creative as the work of a great teacher working with the material of human beings. On the other hand, it seems to me that a bad teacher can set you back about ten years or perhaps forever."

He had asked me for specific questions because "to think up the questions seems an insuperable task to me now." My next letter was forwarded to Sag Harbor and he replied in pencil on lined yellow paper: "Your letter caught me without a typewriter, mine having broken down. I will get something off to you this week. I would do it today but it is raining and my kids are howling about me. I don't have a picture of myself except one snapshot my wife took of me the other day on our boat. Pretty, it ain't."

The 500-word manuscript which arrived in the Journal office two days later contained the beautiful statement on page 7, obviously written on a patched-up typewriter. With it was a note saying, "I had to shove it in between fishing, so if it is inadequate, blame it on fishing and two small boys

Good teachers stand in the shade of our great men

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Likes to Be With His Sons

The boys are Tom, age 11, and John, Jr., age 9, the offspring of his second marriage. His third marriage in 1950 was to Elaine Scott, a former stage director. *East of Eden*, the epic prose-poem which swept the country in 1953, was originally written as a story personally addressed to Tom and John, but it grew into a full-sized work of fiction.

Edward F. Ricketts, named as one of Steinbeck's great teachers, was a marine biologist who operated a laboratory on Cannery Row in Monterey. Ed and John were companions on a cruise of the Gulf of California in 1940, resulting in *The Sea of Cortez*, the only collaboration Steinbeck ever acknowledged. After Ed had passed away, John wrote *The Log from the Sea of Cortez* in 1951.

The men were intimate friends. Steinbeck no doubt had the picture of his friend in mind when he wrote the character of Doc in *Cannery Row* and brought him to life, much changed, in his latest book, *Sweet Thursday*.

Ward Moore of Monterey, writing in *Nation*, believes that the author could not distinguish between Doc and Ed Ricketts, that he recreated the character in *Sweet Thursday* because of dissatisfaction with justice done the Ricketts-Doc identity. He purports the local resident as saying, "Why that's not true. That's not the way he was at all. He was this way and this . . . and the speaker may go on to describe a person this writer did not know at all."

Teachers Remain Anonymous

Unfortunately, I have not been able to trace full identity of the Salinas high school teacher who brought "discovery" to young Steinbeck, nor the teacher of creative writing at Stanford. Perhaps neither is now living. And no doubt they would have shared with their famous student an abhorrence of personal publicity.

Lauded and denounced, John Steinbeck has been a controversial figure for nearly a quarter-century. But in whatever of many forms he should test his creativity, he has brought to each work an artistic integrity and a perceptive compassion toward his fellow man. It is not surprising that he should identify three important people in his life as great teachers. Out of his perception, all teachers may profit. —JWM



HOLLAND-AMERICA FRIENDSHIP—A TWO WAY STREET

Young Dutch hands busily embroider tiny white squares with name and design to form the Friendship Flag's center; which, with red and blue border on three sides, feature the national colors of the Netherlands and the United States.

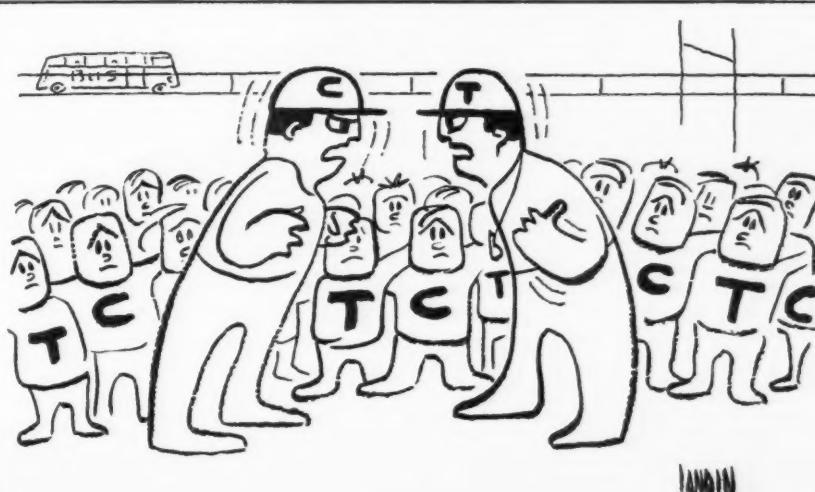
This flag was an international project sponsored by a Fulbright teacher, Frances B. Ryan, Homemaking teacher at Escondido union high school, who taught at the Christelijke Industrie Huishoud School in Utrecht 1953-54.

Friendly American "Hellos!" sounded through the friendship gift of pop corn sent by Escondido girls. One thousand Dutch students were amazed at the "chicken feed" which popped and tasted so good.

A return gift of muisjes served to illustrate the ancient Dutch custom of toasting for a new-born baby.

Five hundred teen agers were so eager to correspond with American Homemaking students, in spite of a language handicap, they sent personalized hand drawn cards. Twelve Southern California schools joined in enthusiastic response with a shower of California post cards which emphasized United Nations Week.

Escondido food classes had a "Dutch treat" featuring Holland foods, viewed color slides of Holland life, and danced typical Dutch dances. Dutch girls meanwhile collected old-world stamps for American philatelists.



COLUMBIA RESTORATION

Pioneer School Comes to Life

A red brick schoolhouse on Cemetery Hill was dedicated in 1860, bringing stability and culture to a ribald gold-rush community in the Mother Lode.

VISUALIZING the first two years that followed discovery of gold in Columbia—the mass immigration of gold-hungry Argonauts, the mixture of races, the tent villages and clapboard shanties, the law of the six-gun, the almost complete lack of culture and refinement—it is no cause for wonder that the historical records make no mention of a school.

The first private school was opened in the summer of 1852 and from that point forward numerous private schools flourished and faded. One of these seems worthy of mention, for it endured three years and its influence on the youth of Columbia provoked this tribute from the Columbia Gazette, June 3, 1854:

"Mrs. Chamberlain's School in Columbia is in a highly flourishing condition. She brings to the task of the teacher, untiring energy, a highly intellectual mind, and the accomplishments of a lady. With such elements to preside over the school, its success is not to be wondered at."

Started in 1854

It was not until the summer of 1854 that the citizens of Columbia began to shoulder the burden of public education. The school commissioners fixed the school district boundaries to include Columbia, Yankee Hill, Gold Springs, Saw Mill Flat, and Martinez. They ordered a census of school age children. They determined that land for a school be acquired—a worthy objective that was not to be fulfilled for several years. No return of attendance having been made to the State Superintendent, state money for schools had been forfeited.

The first public school opened in rented quarters after the fire of 1854. Robert Porterfield, the schoolmaster, received \$125 per month for his serv-

ices as both teacher and principal and an additional \$25 rent for use of his house as a school. A second teacher conducted class in quarters rented from one of the churches. Average daily attendance ran slightly over 50 pupils per day, although there were almost 300 school age children in Columbia and over 120 pupils enrolled on the school register during the year.

How Can This Be?

The condition of Columbia's public schools during these early years is reflected in an editorial appearing in the Tuolumne Courier on November 13, 1858:

"One thing about this school business affair looks extremely mysterious, if it is represented; which is, that whereas Sonora and this city have both received about the same amount of monies from the State School Fund, the former city has with these same monies, kept up its regular schools, educated all its children, and built also an excellent brick school house, while with us, we are without schools, without school house, without money, and some six hundred dollars in debt. It is unquestionably the imperative duty of the Trustees to let the citizens know, in a plain unvarnished tale, how this can be and what is the cause of it."

In May of 1858 a new Board of Trustees was elected: J. M. Cavis, W. P. Gibbons, and A. B. Holton. These three men were not the proper target for attack, for they had inherited a sad state of affairs and were bent on putting Columbia's school affairs in order. Publishing a report in which they charged their predecessors with illegally operating a public school by issuing drafts when there was no credit to the district (in fact, a substantial indebtedness), the Trustees called a meeting of citizens which proved to be the turning point

in Columbia school administration. For the people there resolved to build a school house of brick, and Messrs. Raymond and Spiers were appointed a committee to ascertain what money could be raised.

Two years later, on October 18, 1860, a brief notice appeared in the Courier:

DEDICATION OF SCHOOL

"All hail to the morning that bids us rejoice:
The Temples completed, exalt high each voice."

The New School House of Columbia School District will be dedicated on Thursday, November 1, 1860.

Columbia Lodge No. 28, F. and A. Masons, will perform the dedication ceremonies, assisted by the various Associations in the county joining in the Procession.

The order of exercises will be published next week. All Societies and Associations in the vicinity and county and citizens generally, are cordially invited to participate in celebrating the completion of this our first National Monument.

Ben J. Harrison
W. P. Gibbons
Wm. A. Davis
Trustees C.S. District No. 2

Columbia, Oct. 13, 1860

On the evening of the dedication, the citizens of Columbia held a party at the school; they intended that the proceeds of the party should go for the purchase of the school bell. The proceeds came to exactly \$103. The dedication was colorful and appropriate to the occasion and the cost of these arrangements totaled exactly \$103. Not being sufficient for the purchase of a bell, the Trustees decided "to appropriate the proceeds for the payment of all expenses attendant upon the laying of the cornerstone and the dedication of



Pupils proudly pose on the playground of the old Columbia Grammar School in this picture taken during "the gay nineties." The tall mustachioed gentleman is George Philip Morgan, principal, who also served as Tuolumne County superintendent of schools for 57 years. "Tennie" Morgan, student at extreme left in the back row, earned a trip to the Columbian World's Fair of 1893 in Chicago, awarded by a San Francisco newspaper.

the building, that the school funds might not be taxed."

The Columbia School was built on Cemetery Hill, overlooking the town below. It was to be the last of brick construction in Columbia, for in the ten preceding years the miners had stripped the hills of their gold and the community was now declining gradually into a quiet rural village, never to become either a "ghost" or a "gem." What the citizens of Columbia built, they built well. The little red brick school cost \$4,898. It was two stories in height and contained 3400 square feet of floor area. Built on solid ground, a foundation of native stone imbedded in concrete, it was one of the finest buildings ever constructed on the Mother Lode.

In March, 1861, the Trustees reported that the contracts for the new school were paid in full, classes had been conducted in rented quarters

The article above, as well as "Columbia, Gem of the Southern Mines" in the October edition, was written by William H. Barton, field representative of the CTA staff. Letters from readers regarding progress of local action on the Columbia restoration project, are invited by the CTA Journal.

pending its completion, current expenses were defrayed, and there was yet on hand a cash balance of \$705.10.

The orders for the iron furniture purchased in the East were lost and the seats and desks had not arrived when the school opened. This was the furniture for the advanced grades on the upper story. It cost \$400 and the money was raised by contributions to the "Ladies Fund." Furniture for the

primary department on the lower floor was cast in the Sonora Foundry at a cost of 10c per pound.

A lot adjoining the cemetery was purchased from Dr. Fields to exchange with the city for a parcel needed to complete the land for the school, and the Trustees spent \$34 for fencing.

Among the contributions from private citizens, the Trustees mentioned \$25 from Dr. Schmidt, "as the proceeds of

HISTORIC PRECEDENT IN SWITZERLAND

The spiritual values for children inherent in the Columbia restoration project reminded Alice Yates Wilcox of a story. Mrs. Yates, instructor in French and Spanish at Santa Rosa junior college, sent this account to William Barton of the CTA staff:

In 1858 the children of Switzerland undertook a subscription to buy the property of Rutli, the most sacred spot on the soil of the Swiss cantons. Rutli is a steep meadow, surrounded by trees, close to the shores of Lake Lucerne, where on November 7, 1307, Walter Furst of Uri, Werner Stauffacher of Schwyz, and Arnold Anderbralden of Unterwalden, each seconded by some faithful followers, formed a league in the name of their cantons against the tyrannous rule of Austria. This was the beginning of the Swiss Federation which endures to this day.

The owner of the land was about to build a hotel on the hallowed spot in 1858. To prevent this desecration, school children started the collection. They limited each offering to ten centimes (about two cents in our money) and the resulting fund was double the amount required.

The Rutli is regarded as a national place of pilgrimage. Every school child in Switzerland must sometime visit the Rutli; family groups frequently travel to it.

The elderly lady with whom I lived in Switzerland told me, with tears in her eyes, how, as a child, she had contributed her ten centimes and thus "owned a portion of the Rutli."

a great amount of skill and medicine furnished one of his patients, and who when convalescent, was so illiberal as to tender the above amount in payment of his bill."

After reviewing the candidates for the position of schoolmaster, the Trustees selected Mr. John Graham, later to become the Superintendent of Schools for Tuolumne County. Dissatis-

faction among unsuccessful applicants prompted the Trustees to announce their awareness of "many false stories . . . circulated to our prejudice." And their report concluded with what was tantamount to a resignation: "The undersigned, after serving you two years in the capacity of Trustees, feel duly qualified to call upon three other citizens, to share with us the honors and burdens of such service."

Ninety-five years have passed and the little red brick school is still standing on Cemetery Hill, looking down on the quiet town of Columbia, now an historic State Park and California's best-preserved landmark of its fabulous gold rush period. The little school's windows are boarded and its stairways are crumbling. The quaint three-compartment out-house at the rear of the schoolyard has lost its doors and its privacy. And where the school children once laughed and played, wild oats and weeds now grow.

CTA Sponsors Campaign

It will cost \$100,000 to restore this school and to keep it standing forever on Cemetery Hill, according to engineering estimates.

The California Teachers Association has undertaken the collection of the restoration fund from the small contributions of the school children of California. This should be their project; this little school should be dedicated to them.

Restoration will be conducted under the supervision of the State Architect and the State Division of Beaches and Parks. The Legislature of California, by Concurrent Resolution, has commended the project and urged all school boards to cooperate in its successful execution. CTA leaders are confident that this can be completed for the celebration of the centennial of the Old Columbia School.

HOW IT WILL BE DONE

CTA chartered chapters and local associations have received Columbia Kits containing instructions and materials for all classroom teachers. Recommended steps in launching the campaign include:

1. Appoint a small active Columbia Campaign Committee in each chapter.

2. Acquaint district superintendent with purposes and methods and work with him closely on details of the campaign.

3. Secure approval of district governing board.

4. Develop methods of conducting the campaign locally. Fix date for collection of donations, avoiding conflict with other school activities.

5. Forward final report and collections to CTA's San Francisco office not later than April 1, 1956.

All funds collected will be deposited in a special account with Wells Fargo Bank, San Francisco, until transmitted to the California Division of Beaches and Parks for exclusive use in the restoration of the old Columbia Grammar School.

From the bell tower on the school building atop Cemetery Hill Photographer Bob Hoebe pictured the quiet little village of Columbia, once a seething center of activity and now a state-owned historic park.



SURVEY SHOWS AL

\$3800 to \$4400 is Minimum for New Teachers In Districts with Plan

BEGINNING teachers with regular credentials can expect to get from \$3800 to \$4400 in California school districts having published salary schedules. This was revealed by the CTA Research Department's annual survey of district salary schedules, completed October 1. These minimum salaries average only about \$170 less than is being paid annually to the lowest-paid teachers in districts without schedules, even though many of the latter teachers have had years of experience.

The new teacher can hope to attain a maximum salary of from \$5000 to \$6500 in the typical district without having to have more than a bachelor's degree and a regular credential. If he should obtain additional preparation, he may reach a maximum of from \$5500 to over \$7000. However, in a non-schedule district he is very unlikely to do this well; over 82 per cent of these districts pay top salaries under \$5200. In fact, the majority pay top salaries less than \$4900.

Top Span Closer

It is also beginning to appear that teachers may not need to live forever in order to reach top brackets. More than four salary schedules out of five provide for teachers' reaching the maximum salary in from ten to fifteen years. Less than one in twelve requires more than fifteen years. This brings the number of years needed to reach maximum salaries on schedules to a new low.

Requirements for top maximums remain largely academic. However, only thirty-nine districts (about 8 per cent of those reporting) required a doctor's degree of teachers receiving the highest salaries. About two out of every five schedules require only a bachelor's degree for the top classification. But only a very few do not require from twenty to sixty units of college work taken after obtaining the degree. The majority of the districts are between these extremes and require master's degrees with varying amounts of additional credits.

A study of the schedules shows that all of the requirements tend to call for about three years of study beyond col-

HOW SALARY SCHEDULES IMPROVING

lege graduation. The schedules differ only in that some require the attainment of recognition of such study in the form of a higher degree, while others do not.

Provisionally credentialed teachers seem to fare about as well as other teachers in beginning salaries. Only nine districts reported paying these people less than the \$3400 minimum that they would have to pay regularly credentialed personnel. Over 90 per cent of the districts pay them from \$3400 to \$4200. But teachers do not fare so well if they remain in service under a substandard credential. The top salaries paid to provisional teachers range from \$3800 to \$4600 in most districts. Many salary schedules set a ceiling for such teachers at a salary of less than \$4400.

Improvement Shown

The salary schedule picture this year represents a modest but definite improvement over last fall. Only thirty districts adopted schedules for the first time; but almost two-thirds of the districts with schedules reported revising them since then. These revisions have resulted in marked salary increases as well as in a noticeable reduction in the time it takes to reach the higher income brackets.

The median beginning salary is now \$3830, and the median maximum for teachers with only a bachelor's degree is \$5386. The median top maximum for teachers with preparation beyond this degree is \$5953. The median raise in minimums was \$189; while the median raise in top maximums was \$229.

Of course, salary amounts vary greatly from district to district. High school and junior college districts reported minimums about one hundred dollars higher on the average than did elementary and unified districts. When it comes to maximums, the difference is much greater. Eight of nine junior college districts reporting had top salaries of over \$7000. The median top salary for unified districts was \$6493. On the other hand, the typical top maximum for elementary districts was only \$5700. Nevertheless, the discrepancies between the various types of districts are less than in previous years. The march toward effective single salary schedules is still going on.

The size of districts appears to have

had less influence on this year's salary schedules than has been the case in the past. There is a slight increase in minimum salaries as districts get larger; but districts under one hundred average daily attendance have higher minimums than most larger ones. Maximums show more variation, but the change with district size is much less than the differences between secondary and elementary districts. Top maximums are less influenced than are maximums for teachers having only bachelor's degrees.

Administrator Boosted

One of the biggest advances recorded this year was in the field of administrative salary schedules. One hundred ninety-seven districts reported having formally adopted administrative schedules. This was nearly 32 per cent of the districts reporting. Administrative schedules are most common in Southern California where more than half of the districts have them. This is undoubtedly due in part to the existence of many large districts in that area. Ninety-five per cent of districts ranging between 4,000 and 10,000 a.d.a., and all districts over 10,000, have administrative schedules. On the other hand, 94 per cent of the districts under 500 a.d.a. do not have them.

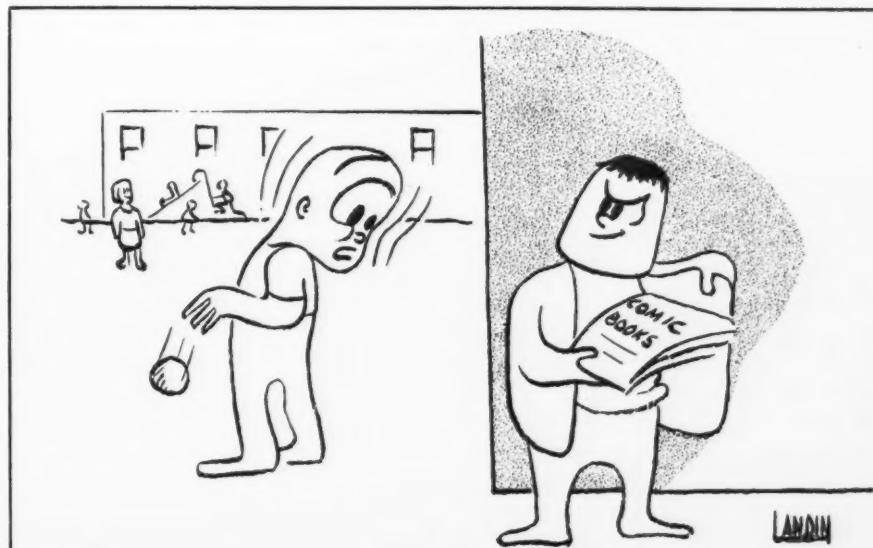
Most administrative salary schedules apply to principals. Vice-principals are also commonly covered. However, other administrative and supervisory positions are dealt with in many schedules. Twenty districts included the superintendent's salary in the administrative schedule.

Steady Progress Reported

All in all, the salary schedule survey revealed a heartening picture of steady progress. But much remains to be done before teachers will have so much they will begin worrying about not being able to take it with them. A few districts have minimum salaries scheduled below \$3400 even though they cannot place anybody there because this is the legal minimum. Nine districts reported maximums for regular teachers with bachelor degrees which were below \$4000. They have maximums for teachers with additional preparation beyond college graduation which are less than \$4600.

But much is being done. The most interesting innovation reported this year was the adoption of a county-wide schedule in Mono County. This county is rich in scenery and history but small in population. It has five elementary districts and a county high school. The county board of education, the Mono County Teachers Association and all of the district boards approved the schedule so that it is in actual effect throughout the county. It provides for a minimum of \$4000 for regularly credentialed teachers and a maximum of \$5800 for such teachers, which they can reach in their tenth year in the county. Teachers with an A.B. and thirty additional units of study start at \$4200 and progress to \$6000 by the tenth year. Principals are also included in the schedule.

—GARFORD G. GORDON
Assistant Director, CTA Research



QUESTION AND ANSWER

YOUR HEALTH

— and how Blue Cross can help you meet costs of surgery and hospitalization

This is the second in a series of question-and-answer articles relating to the CTA Blue Cross Health Plan. The first in the series was published in the February 1955 issue of this journal. Readers of the JOURNAL were invited to submit questions for subsequent articles. All of the questions discussed in this article were sent in by JOURNAL readers. Some of the questions were reworded for clarity.

Public Accounting

Does Blue Cross issue a public accounting of its funds which could be published in whole or in part in the CTA JOURNAL, or be made available to subscribers?

Yes. Blue Cross presents a comprehensive annual report to the CTA Advisory Panel on Insurance. Included in the report is a detailed accounting of income and expenditures for the CTA Blue Cross Health Plan. Copies of the annual reports are on file at State CTA Headquarters and may be examined by any member or subscriber interested in such data.

New Benefits

Is there a possibility of adding new benefits for subscribers and/or their dependents under the health plan? If new benefits are added, will it be necessary to increase rates to subscribers?

New benefits may be added from time to time if there is sufficient demand for such changes. Subscribers will be interested to learn that, on recommendation of the Insurance Panel, the following benefits have been added to the health plan:

a. Allowance of an ambulance fee up to \$25 per accident or illness requiring such service (applies to both subscriber and dependents);

b. Allowance for subscriber, only, for pre-operative care.

c. Allowance for subscriber, only, for more than one office or home visit a day for different ailments and involving different doctors.

These new benefits are now in effect at no additional cost to the subscriber. Any additional changes, especially major ones, would undoubtedly require a rate increase.

Extended Aid

What is the possibility of extending home and office calls to spouse and dependents?

It could not be done under the present rate structure. Such an addition would increase rates beyond what the average subscriber would be willing to pay for health insurance. Furthermore, Blue Cross would probably agree to such a change only on condition that the school district pay a substantial part (i.e., one-half) of the total health fee of the subscriber.

Physical Examination

Would it be feasible to add to the health plan, at no extra cost, an annual physical examination for subscribers?

No. Although the argument is offered that an annual physical examination, in the long run, might reduce the probability of serious illnesses and subsequent large claims to Blue Cross, it should be pointed out that this item (physical examination) is not an insurable risk. Insurance companies have consistently refused to include such an item in their health plans.

Major Medical Plan

Would it be possible to add the new-type "major medical" coverage to the CTA Blue Cross Health Plan? If so, what would the additional cost be?

It would be possible to add "major medical" coverage to our health plan, and the Insurance Panel is currently studying such a proposal. It is difficult to quote a rate for such insurance, since there are a number of different plans available. The cost to subscribers would probably be less than the fee now being charged for the "basic" coverages

offered under the CTA health plan. In other words, the addition of major medical coverage would necessitate an increase in present rates for CTA Blue Cross coverage of about fifty per cent.

Specialist Coverage

I began treatment for a skin infection at my family doctor's office. After three visits he suggests I go to a skin specialist. Do I have to start the two visit deductible again or does the coverage continue with the new doctor, since it is the same illness?

Unless the call to the specialist is made on the same day, Blue Cross will allow such a call. However, it would not be allowed if it came during a new policy year or if more than six months had elapsed from the time the original doctor made the referral.

Diagnostic Visits

My wife is suffering from nausea, constipation, headaches, and abdominal cramps. There is some fever at times. The doctor hospitalized her and runs many tests which show her suffering from "menopause syndrome." He begins treatment at his office after her release from the hospital. Will Blue Cross pay the hospital bills?

No. This would be considered a purely diagnostic case according to the Blue Cross contract.

Doctor's Decision

My son is injured while playing ball. He appears to have a fractured leg. Shall I take him directly to the emergency room of our local hospital or shall I take him to our doctor's office? Which way will cost me the most?

It is not up to the subscriber to determine whether the boy should be taken to the doctor's office or sent to the hospital for treatment. This decision should be made by the doctor. However, it is true that the claim will be allowed if the boy is treated at the hospital and will be denied if he is taken to the doctor's office.

Emergency Treatment

I am covered for "home and office" visits. If I am given emergency first-aid treatment on a train, plane, or in my car—since this is neither the doctor's office nor my home—will Blue Cross still pay for a "home or office" visit? If the doctor should treat me in the out-patient department of a small private hospital

In major
an
Blue
cent.

(neither his office nor my home),
would I be covered as per the fee
schedule?

The claim for treatment by a doctor on a train, plane, or in a car would probably be allowed, although there is no precedent for determining this case. Allowance would be made for treatment given in the out-patient hospital department of a small hospital in the case of an accident, but not for an illness.

Added Complications

I am now in the hospital following an operation on my bladder. Four days after surgery complications developed in the kidneys and heart. My surgeon brought in a specialist in internal medicine and placed me under his care. Will I receive the \$3 a day for medical care beginning the day the new doctor takes over or will I receive only the surgical fee?

The answer to this question depends on the length of hospitalization required by the complications. Blue Cross would pay for the additional hospital expense. If the new ailment requires only a few additional days, Blue Cross would then pay only the surgical benefit. However, if the stay is prolonged and the \$3 a day medical benefit is greater than the surgical allowance, Blue Cross would pay the medical - while - hospitalized benefit.

Reduced Fracture

I have fractured my finger. It is a simple fracture and is treated by placing a cast on the hand. Will Blue Cross pay the scheduled fee as printed or only one-half, since it is a simple fracture?

The amount allowed on such a claim depends on whether the injury requires reduction. If it does, the full scheduled benefit is allowed; if it does not require reduction, one-half of the scheduled benefit is paid. If the injury requires open reduction, as is true in most compound fractures, it is possible to receive as much as twice the scheduled benefit.

The material above has been checked and approved by Blue Cross. The writer believes that the answers to the questions are accurate, and he hopes that they will help to clarify some of the misunderstandings that are bound to arise regarding coverages under the CTA Blue Cross Health Plan. Another article will be prepared as soon as further questions have been sent in by subscribers.

FRANK W. PARR
Assistant State Executive Secretary

Informal discussions for beginning teachers proved helpful at first conference sponsored by CTA-SS. New teachers will again be invited to meeting on November 22.

GETTING STARTED RIGHT

Lois Williams

EIGHTY beginning teachers received invitations last October to attend an all-day conference at the Statler Hotel in Los Angeles. Selected cooperatively by their superintendents and teacher association presidents, these new teachers participated in a pioneering venture.

CTA Southern Section sponsored the meeting, which proved so successful that the second conference has been scheduled at the same place for all day Tuesday, November 22 (this month).

Goals originally stated will be repeated this year:

Mrs. Williams was general chairman of the first new teacher conference described above. A teacher in Montebello, she is concluding a two-year term as chairman of the CTA-SS Teacher Education committee.

1. To pool information about induction practices which were most helpful to beginning teachers.
2. To discuss activities in teacher training which had best prepared students for their first assignments.
3. To encourage teachers to assume professional responsibilities early in their careers.

Delegates interviewed two or three other beginning teachers and brought the information to the conference. Local associations invited about half of them to prepare reports. Others reported to faculty meetings, district orientation committees, superintendent and board of education or to school publications.

Delegates came from 56 school districts. They were graduates of 15 California colleges and universities and 18 out-of-state institutions. Bachelor's degrees were held by 57 and master's degrees by 10. Their teaching assignments ranged from kindergarten through junior college. This variety had been anticipated by the planning committee, but the balance of men and women was



Beginning teachers at their Southern Section conference exchange ideas about student counseling. "Problems with children" was one item on a seven-point agenda which was designed to give new teachers assurance and orientation on district practices and professional organization.

better than anyone could have hoped for—40 of each!

A fifteen-minute general session outlined the plans for the day and then pre-arranged discussion groups went to work. The eight teachers in each group represented a wide range of teaching assignment, type of school district and teacher training institution. The leader-recorder teams for each group were chosen for demonstrated skill and sensitivity. Their training sessions held earlier with the planning committee had fully acquainted them with the conference goals and assured a lively start in all groups.

And around the table they went!

Leaders and recorders interviewed several teachers before the conference, and most groups began by pooling this information.

Just before lunch, each delegate was asked to write brief, unsigned statements to two open questions:

1. So far, what has surprised you most about teaching?
2. If you had one wish, what would you change to make the job of beginning teaching more satisfactory?

During the noon hour, leaders and recorders summarized the extemporaneous responses from each group as a take-off for the afternoon discussion.

Luncheon was completely informal. Leaders and recorders sat together and delegates chose their own seating arrangements. There were no speeches, no introductions, not even any announcements.

Discussion resumed and continued for two hours. Unsigned evaluations at the close of this session included these questions:

1. What did you expect from this conference?
2. What did you get out of the conference?
3. Can you suggest any improvements?
4. Would you recommend that a similar conference be held next year?
5. How do you plan to share your experiences today with other teachers?

Delegates were told that a summary of responses would be included in the conference report to be sent to them later and that there would be an opportunity to write another reaction to the conference after talking it over with their colleagues.

At the suggestion of the beginning teacher who served on the planning committee, a long afternoon break was scheduled. "By then," she had said, "a lot of people will be friends and they'll want some time just to visit." Her prediction was correct.



The conference described by Mrs. Williams enrolled 50 per cent young men. This is not a demonstration at the meeting but serves to illustrate some of the attitudes and practices the men discussed regarding elementary practices. An important result of the conference was a unanimity of feeling about the satisfactions of teaching.

Dinner guests included CTA-SS staff members and the board of directors. The conference closed with Arthur Corey speaking on "Teaching, the Pre-eminent Profession." One young man expressed the reaction of the audience when he said, "I thought that a speech, even a good one, would be an anti-climax after such a terrific day. But I just didn't know about Dr. Corey."

There is evidence that local districts carried on many follow-up activities, including several "little new teacher conferences." Conference findings have also been in demand and have been used extensively in planning orientation activities for this fall.

The major satisfactions to the delegates came from learning that most beginning teachers have some common problems and that not only local school staffs but organized professional groups are eager to help them find satisfactory solutions to these problems.

As discussions deepened, it became apparent that all beginning teachers are not alike. The necessity for flexibility in teacher training and orientation was elaborated in all groups. Many delegates said that the conference gave them a welcome opportunity for serious self-evaluation.

CSTA Evaluated

Membership in the CSTA was held to be the best preparation for assuming professional responsibilities. One young

man said, "I'm afraid that I know more about professional organizations than some of the older teachers in my school, and this is awkward." Of the 58 California graduates, 24 had been active members of CSTA chapters.

An analysis of the complete discussion record reveals that these were topics of keen interest in all groups:

1. Practice teaching.
2. College courses in education.
3. Orientation to school and district practices.
4. Getting started in professional organizations.
5. Selective recruitment and professional standards.
6. Problems with children, staff and parents.
7. Satisfactions of teaching.

There are many indications that induction is properly handled by teacher education institutions, school districts and faculties. Conference findings also point up the value of suggestions for improvement from serious and responsible beginning teachers. The complex processes of professional education and induction are already more effective in some places because of the discussions among these young people as they entered the teaching world. Their frankness, generosity and professional enthusiasm convince officers of CTA Southern Section that this conference is one of its most promising new ventures.

CREDENTIALS RESTUDIED

A committee examines the functions of our state certification system and recommends changes which may affect every teacher . . .

RECOMMENDATIONS for revision of the credential structure in California, aimed toward reduction of the number of teaching credentials, is the purpose of a Committee of 14 sponsored by the State Department of Education and the California Council on Teacher Education.

The Council's board of directors, at its spring meeting last year in Santa Barbara, passed a resolution urging:

"The credential program in California needs serious study. It has, with its 59 distinct credentials, proliferated beyond reason. Accordingly, the board of directors last January appointed a temporary committee to explore the problem. It was the consensus of the committee that the board of directors should undertake a fundamental, long-term study of this problem."

How Does It Work?

Concerned with the functions of certification, the committee has defined immediate issues as:

1. What purposes should certification serve?
2. How is certification related to accreditation and to programs of preparation?
3. What are the inadequacies of the present certification system?
4. What kinds of school services should be brought under a certification system?

5. What do we need to know about good practices elsewhere?
6. What kind of communication is needed between the committee and various interested groups?

Urge Revision

Superintendent of Public Instruction Simpson, in his annual CASA address at Long Beach last October, said: "There is a strong feeling today that the time is at hand for a most careful review of our whole credentialing structure, with particular emphasis upon the need to consider whether or not we can materially reduce the number of credentials, at the same time retaining the specialized programs which are necessary. I have asked the California Council on Teacher Education to accept, as one of its major long-term projects, a restudy of our credentialing structure, with emphasis upon the possibility of clarifying and reducing our some 59 existing credentials into a much smaller number. I await with interest the recommendations of the California Council on Teacher Education and hope that you will feel free to forward to me or to the chairman of that Council, Dr. Arnold Joyal, any suggestions that you might have which would be helpful as this fundamental study is made."

Committee Named

Dr. Roy E. Simpson and Dr. Arnold Joyal, representing the sponsors, appointed a study committee competent to find answers to these perplexing

problems. Members include: chairman, Lucien B. Kinney, professor of education, Stanford University; Irwin Addicott, dean of administration, Fresno State College; Reverend James N. Brown, superintendent of schools, Archdiocese of San Francisco; Charles Hamilton, secretary of the Commission on Teacher Education, California Teachers Association, San Francisco; Leslie W. Hedge, principal, Bakersfield High School; George E. Hogan, deputy superintendent, State Department of Education, Sacramento; Ellis A. Jarvis, deputy superintendent, Los Angeles City Schools; L. L. Jones, superintendent, Watsonville City Schools; Carl Lundberg, principal, Ashland Elementary School, San Lorenzo; Mrs. M. D. MacMillan, chairman of teacher education, California Congress of Parents and Teachers, Sacramento, and member, Board of Education, City Unified School District; D. Russell Parks, superintendent, Fullerton Elementary Schools; James C. Stone (secretary), specialist in teacher education, State Department of Education, Sacramento; and Lois Williams, consultant, Montebello City Schools.

Last April the state board of education approved a recommendation providing that no additional credentials be established by the Legislature, and that requirements remain unchanged by the state board of education.

Facts Being Gathered

The committee of 14, studying the functional problems it has assigned itself, is acting as a fact-finding body. It is gathering information on certification practices and recent changes in other states. Members will take part in discussions of certification at conferences of professional groups.

Dr. James C. Stone, secretary of the committee, believes that all teacher and administrator organizations should supplement the study by exploring these questions:

What problems are being created by inadequacies in the present credential structure?

What revisions appear to be worthy of testing?

The committee strongly recommends formal action leading to such study by all professional organizations in the state. From such a beginning a statewide study may be initiated that can lead to a more effective credential structure, as well as guidelines for its long-term development.

What I'd like to know is

Substitutes

Q. Here is a series of questions which have bothered me concerning the status of substitute teachers in Los Angeles:

a. Why should teachers who have not received their credentials or who are new and inexperienced be classified as probationary substitutes with full title to sick leave benefits, vacation pay, etc., whereas qualified substitutes are listed as relief, or day-to-day, with no claim to benefits or permanent status?

b. Do you believe it fair or just for a school board to reject an employee (substitute) in his oral interview so that he cannot be made probationary, yet remain dependent on that employee for service?

c. Do you feel that a teacher who has substituted faithfully on long and short terms for many years should be promoted to either probationary or permanent status?

d. What has CTA done for substitutes other than gain for him an increase in wages?

e. What might a substitute expect in the future regarding tenure, social and professional recognition?

Ans. That's quite a fistful of questions! But we'll make a grand try at answering.

Many of your problems regarding substitute status are peculiar to the Los Angeles school districts. Since the Los Angeles system utilizes a civil service type of classification procedure for employment of certificated personnel, it has been difficult to question the results of these selection methods.

It has often surprised me that teachers have been willing to cling to precarious substituting in Los Angeles city rather than to obtain regular employment in other districts.

Though I feel personally that a record of responsibility and competent service as a substitute should be given major consideration in selection of full time teachers, I see no way that an outside agency such as CTA or ATOLA could "second-guess" a local selection board without a thorough investigation and observation of each case. The standards for selection in Los Angeles

sound objective, but undoubtedly subjectivity does enter into administration of those policies.

You ask what the CTA has done for substitutes other than to sponsor increases in wages. There are several CTA-sponsored provisions in the Education Code designed to eliminate abuses of the substitute classification. Not all such abuses have been cured, as your questions indicate.

In the seven years I have been one of your CTA employees, I have never heard a request from substitute teachers for legislation or any other specific support. Actually, I know of no district except Los Angeles where the substitute teachers are organized to study and promote the welfare of substitute teachers.

I hope your Los Angeles organization can work out a suitable program and present it to the CTA. If the rest of the profession is going to be concerned about the problems of substitute teachers, it seems to me that the proposed program must come from you folks.

Travel Credit

Q. Six units of university credit constitutes the salary hurdle every third year in our district. Many of us believe that travel would help us more in our teaching. Can you tell us what other districts are doing about determining what trips shall receive credit and how much credit should be given?

Ans. Except for what is included in the CTA Research bulletins on sample salary schedules, we have no collection of policies in salary hurdles. A number of districts did drop travel credit a few years ago due to the difficulty of objective measurement. Others have worked out a reasonable formula for travel units.

The elements common to most of these policies include a requirement for advance approval, for indication of the relationship of the travel to instructional duties, and for a report to be submitted after the travel is completed. Some schools have worked out a unit or point system based on time, distance, and other factors.

The research department could give

Some questions answered by
HARRY A. FOSDICK

Secretary, Personnel Standards Commission

you the names of at least a few districts which have developed policies on travel credit.

Duty Assignment

Q. What legal recourse does a probationary teacher have who, having a contract to serve as a teacher, has been transferred from the classroom and given other duties to perform for the rest of the year?

Ans. It is because a teacher has the legal protection of a contract that a district may remove him from the classroom and assign him other duties when his services are judged to be unsatisfactory. Otherwise he would be dismissed.

The district has broad powers in assignment of employees. The only cases in which a teacher might have some legal recourse would be those in which the teacher was assigned duties of a degrading nature. While we don't hold that a custodian's work is degrading, it would be so for a person who had been serving as a teacher in the same community.

So long as the newly assigned duties have direct relationship to the instructional program, there seems to be no basis for appeal beyond the local governing board.

Private Tutoring

Q. An instrumental music teacher in our district now operates a private music school, with a majority of her students being children already members of her classes in the school system. She is a permanent teacher here, and her work in the district has been extremely popular with parents. Is operation of such a school while employed in public schools a violation of law? If not, does the board have the power to demand that she either resign or withdraw from the music school project?

Ans. There is no legal prohibition to prevent the teacher from operating a music school provided it does not interfere with her services to the district. The main question here is one of ethics.

The Code of Ethics for California Teachers declares that the "professional teacher accepts no remuneration, directly or indirectly, for tutoring or equipping members of his own classes."

The State Ethics Commission (now the Personnel Standards Commission) was asked for an interpretation of this application. Members studied and discussed at length every possible exception. They were particularly interested in evolving an interpretation that would permit rural areas where cultural advantages are limited to employ teachers who could give private music lessons in their own time.

Every variation of the problem was considered, but the Commission finally ruled that every possible exception posed new problems of discrimination or possible misunderstanding, and that the application means exactly what it says.

The NEA Committee on Professional Ethics took a different position. "Tutoring for compensation, including one's own students, is proper if in accordance with policies of the board of education," the committee said.

It's obvious, probably, that the main problem is the tendency of some parents, regardless of how careful the teacher may be, to assume that they are under pressure to employ the teacher as a private instructor so that the child will get preferred or improved attention and treatment at school. Other private music teachers often protest their belief that the school teacher exploits her position for an advantage in a competitive private practice. Whenever one of her private pupils is selected to perform at a school event, mothers of other pupils will be quick to assert that private pupils are given preference.

We have heard the same governing boards who thought it fine for the music teacher to give private lessons to pupils express horror when another teacher requested permission to accept pay for tutoring some of her pupils in reading or arithmetic.

As to the power of the board to force a choice between the music school and her position in the district, it could do so only with a general policy which applies to all certificated employees.

If the board adopts a policy forbidding teachers to accept remuneration for tutoring children in their own classes or in the district, her acceptance of employment next year would be subject to such regulation. Since the policy was not in effect at the time she signed her contract for this year, there would be some question as to whether or not it could be considered a condition of employment for the current year.

Violation of the rule beyond the cur-
(Continued to page 26)

Students Applaud English and Math

Survey shows elementary students also like a strict teacher best

James M. Stinchcomb

DO the first-year high school students of 1955 think their elementary school lessons were too hard? That their former teachers should have been more lenient in the seventh and eighth grades? That art and music were more help to them than English and math?

The answer to all three questions is no—a very definite no, too, so far as some former pupils of the Confederate Districts of Fairfax, San Anselmo, and Kentfield are concerned.

We recently asked 150 of our former elementary school pupils, near the end of their first year in high school, to tell us what subjects—and what kind of teaching—they thought had helped them most to make a good start in high school. The subjects most often mentioned by these high school freshman boys and girls were English, mathematics, and history—and in that order. Running a weak fourth, fifth, and sixth, as we tallied up the replies, came spelling, science, and physical education. The subjects of health, music, and art trailed, according to the number of students mentioning them. Penmanship and band brought up the rear.

Like Firmness

When it came to telling us what kind of teaching methods and teacher personalities they thought had helped them most to make a good start in the freshman year, they placed strict teaching at the head of the list. The adjective used most often by the students was strict, included in one phrase or another. Only four students stated that the credit should go to the understanding teacher, and just one mentioned individual help as the best technique.

We also asked them what former subjects—and what kind of teaching—had helped them least to get started in high school. While not as many students answered this second question, those who did answer placed music,

and music appreciation, first on the list. Science and English, including grammar, were ranked second and third by this group of students.

Lenient Teacher Disliked

The kind of teacher who was mentioned most frequently as being of least help was the easy-going or lenient teacher.

A very large number of students who sent us replies said, in answer to a third question, that we should have more content and better teaching methods in English, physical education, mathematics, and history. In many instances the students used history as a general term for social studies, civics, government, and constitution. In connection with methods of teaching, and with school activities, the students suggested that their former schools should assign more home work, have more field trips, social dances, and clubs.

With regard to such responses from former pupils, the implications for curriculum and methods might profitably be determined by classroom teachers themselves. Admittedly, and obviously, other factors than subject matter areas and teaching methods enter into the picture. Many of us who were the teachers of the students interrogated feel that no major changes in curriculum or instructional practices should be imminent as a result of a single informal study of student opinion.

We also feel, however, that the individual teacher cannot completely ignore the serious, carefully-stated, impersonal comments of 150 of our recent elementary school graduates who are now "on the firing line," so to speak.

For now, let the individual teacher decide for himself. Are we teaching with an eye on the actual needs of the children, nearly 100 per cent of whom eventually leave us and go on to high school?

Mr. Stinchcomb teaches the seventh-eighth grade at Isabel Cook School, San Anselmo.

EDUCATION, U.S.A.

..... national professional news

MILK FOR KIDS

Agriculture has ordered continuance, stated that a half-million youngsters, in more than 2000 schools, participated in California. Los Angeles will join the program this year. Farm Journal charged that the program lagged, that California had been allocated \$2.3 millions but used only \$601,000.

DRIVE INDOORS

A device called the Aetna Drivotrainer, after a research experiment in Los Angeles city school system, was credited with possible reduction of costs and instructional time in driver education. Results claimed for the classroom trainer are reported to be on a par with results obtained from conventional behind-the-wheel courses.

POLIO PUSHED

Dread poliomyelitis is shrinking, according to a report from U.S. Department of Health, Education, and Welfare. Ending October 1, the year's total cases in the U.S. was 23,018 as compared with 23,292 for the same period last year. California had 90 cases as compared with 189. In this state 43 cases were paralytic as compared with 93 of a year ago. There was no immediate comment regarding possible effect of Salk vaccine injections.

UNESCO CONFERENCE

A major contributor to the fifth national conference on UNESCO, scheduled for November 3-5 in Cincinnati, is Dr. Abbott H. Kaplan, assistant director of University Extension, UCLA. Scheduled as one of three featured speakers is Dr. Howard E. Wilson, secretary of the Educational Policies Commission of NEA.

BETTER SCHOOLS

A popular series on cooperative planning for better schools, which originally appeared in NEA Journal February through May 1955 is now available in reprint form. Coordinator of the four-part series was Helen Heffernan of the state department of education, who was assisted by many other Californians. Price of the reprint is 15 cents, quantity discounts available, from National Education Association.

ADMINISTRATORS PAY HEED

In business and industry, one-man rule is decreasing. More than ever before, executives think of themselves as members of a team rather than a hierarchy. This is the opinion of Lawrence A. Appley, president of the American Management Association. He says the concept of "participation" is evident not only in business, but in government, labor unions and educational institutions.

SKAIFE SHIFTS

Robert A. Skaife, former field secretary for the National Commission for the Defense of Democracy Through Education of NEA, has been named field representative for the office of the NEA Assistant Executive Secretary for Field Operations. Dr. Skaife assumed his new duties September 15, spent a large part of October visiting in California.

KINDERGARTEN CRISIS

Unless the number of new kindergartens opened yearly keeps pace with the rapidly increasing number of four and five-year-olds in the U.S., together with the shortage of classrooms, we may see a return to the "dark ages" of kindergarten education, according to Dr. Howard R. Best, president of the National Kindergarten Association. This, he said, was the situation in 1909, the year the Association was founded, when only one child in nine received this essential pre-school training.

FREEDOMS FOUNDATION

Deadline for entries in the 1955 Freedoms Foundation awards is November 11. Presentations will be made at Valley Forge February 22, 1956. The largest awards program in the U.S., Freedoms Foundation has distributed over \$600,000, with 68 per cent going to schools. California won the highest number of awards in 1954. Awards are made for documentation of activities and projects in which students participated to gain better understanding of the fundamentals of the American Way of Life. Application blanks may be obtained from Dan R. Coletti, West Coast representative, 6233 Hollywood Blvd., Hollywood 28.

WHAT WILL HR 7535 DO?

Rep. A. B. Kelley (D-Pa.) introduced a compromise bill in Congress on July 28 which may provide federal aid to schools. The Kelley bill provides three avenues by which federal assistance can be extended to state and local school districts for construction of school buildings. It authorizes grants-in-aid totaling \$1.6 billion at the rate of \$400 million per year for four years; it authorizes creation of a \$750 million revolving fund for purchase of bonds of school districts unable to sell their bonds at reasonable rates; it authorizes the federal government to make advances to state school financing agencies which would in turn construct school buildings to be rented to local school districts. Thus, HR 7535 in its three titles combines the best features of the Eisenhower Administration's proposals with those of the other school construction bills introduced in 1955. Although the Senate had twice passed bills to give federal aid to education, this is the first bill to be approved by the House Committee on Education and Labor. Once passed by the House, there is every reason to believe that the Kelley Bill will be okayed by the Senate.

● **KENNETH CRAWFORD**, manager of the Washington Bureau of Newsweek, spoke at the second national Editor-Educator conference: "If we find fault with you teachers, it is that you don't educate enough customers for us fast enough." He pointed out that California leads the nation in the number of college-educated over 24 years of age (with 8.1 followed by New York at 7.4). "It is obviously no accident, then, that Newsweek's highest circulation per capita of population is in California and its second highest in New York. We haven't any customers among America's two and a half million illiterates and probably won't get any."



FROM THE FIELD

Statewide professional news

PEOPLE AND PLACES

NORMA CIOCHON resigned her position as secondary placement officer at CTA's San Francisco office on October 15 when she married A. J. Calley, title company executive. They will make their home in Auburn. Dr. Parr has not yet named Miss Ciochon's successor • **RUTH AND GERALD IRVING**, who teach in Hayward, have designed a "desk-mobile" which, they claim, will be a great aid to teachers who must move from room to room during a day • The retirement article by **RALPH NELSON** which appeared in September CTA Journal has been expanded and is available in reprint form from CTA • **CORA BLACK** is beginning her 53rd year of teaching. For the last 44 years Mrs. Black has been teacher-principal at Elmira elementary school in Solano county, has served as president of Solano county teachers association. Two of her present school trustees and the primary teacher are her former pupils • **MAUDE PHELPS** retired from her teaching assignment in Norwalk last spring after a career spanning 55 years. A charter member of Norwalk teachers association, Mrs. Phelps remains very busy • **LEORA WORK** will retire at the end of this school year after 25 years of service in Muroc unified school district and 39 years of service in California • **CALIFORNIA ELEMENTARY SCHOOL ADMINISTRATORS ASSOCIATION** has announced plans to house its executive secretary at offices in the CTA building in San Francisco effective January 1. Other CTA affiliate organizations are making plans to headquartered with the parent association, even before the new building is constructed in Burlingame. CESAA, incidentally, will hold its 1956 convention at the Statler in Los Angeles March 25-28 • **THEODORE RELLER**, professor of education at UC, is editor of "Community Services and the Public Schools," a series of articles in Annals of the American Academy of Political and Social Sciences • On leave from Los Angeles schools is **MRS. HELEN ROBERTS**, teacher of gifted pupils, who will make a strategic study in Connecticut of educational opportunities for gifted children • Honor roll of National Safety Council, published for 11th time, shows **ALAMEDA CITY SCHOOLS** in the lead, with four out of eight winners for 1955. Other California schools on Safety Honor Roll included Glendale, Richmond, and San Lorenzo • Lion's share of latest polio vaccine allocation went to California. Public Health Service released 2.6 million c.c. of vaccine September 30, with 182,736 c.c. for California, later released enough to vaccinate all children up to 14. Nationally, polio ratio is down among vaccinated children, according to Surgeon General Scheele • **ANNA L. ROSE HAWKES**, formerly of Mills College, Oakland, is new president of American Association of University Women • **SAMUEL C. MAY**, retired head of Bureau of Public Administration at UC, died in New York September 30 en route to Italy on a foreign aid mission • **FREDERICK C. TERMAN**, provost and dean of school of engineering at Stanford University, was awarded degree of Doctor of Science at Syracuse October 7 • **HAR-**

OLD J. BIENVENU and **KENNETH A. MARTYN**, Palo Alto principals who have written for CTA Journal, are authors of "Why Can't Rudy Read?" which will appear in November edition of NEA Journal. They research Author Rudolf Flesch's research of original research on Johnny's reading • Grants for the study of air pollution (sometimes called smog) were announced by Public Health Service. Recipients included **PAUL KOTIN**, USC, \$10,982; **HURLEY L. MOTLEY**, USC, \$36,784; and **BERNARD D. TEBBENS**, UC, \$14,375. Studies will aim to suggest possible controls which can be used to eliminate deleterious effects of air pollution • **CTA STATE COUNCIL** membership, based on August 31 rolls totaling 80,576, has been allocated to Sections as: Bay 73, Central 31, Central Coast 11, North Coast 8, Northern 27, and Southern 134. Total, including affiliate, associate, and special, is 308 members. Each of seven standing committees will have 30 members, plus Finance with 32 and Legislative with 42 • "I thought it was a very fine presentation," said **JOHN PALMER**, State NEA Representative, of George Linn's audio-visual tape-film kodachrome report on NEA convention in Chicago. Sacramento Linn has slide film set available for rental • **ED ROBERTS** is new president of Los Angeles County Industrial Education Association • Second conference on problems of mentally retarded at secondary level will be held December 10 at San Francisco State College, under cosponsorship of state department of education. Panel, exhibits, counseling, and administration will be featured. **MILTON REIDERMAN**, Mission high school, San Francisco, is chairman, and **CAROLINE WOOD**, 2320 Moorpark Ave., San Jose 28, is secretary-registrar • Of the 255 men who have completed the agricultural teaching program at Calpoly, San Luis Obispo, since 1946, 77 per cent are now teaching in this state • Sixtieth annual convention of **NATIONAL CONGRESS OF PARENTS AND TEACHERS** will be held in San Francisco May 20-23, 1956, it was announced by **MRS. ROLLIN BROWN** of Los Angeles, new PTA president • A 13-member special committee to implement provisions of SB 1967 (professional panels in tenure dismissal cases) will meet at CTA headquarters, San Francisco, November 11. Represented will be members of Tenure committee and commissions on Personnel Standards, Teacher Education, and Educational Policy • The roadside Cleanup committee of the State Chamber of Commerce reports progress of an anti-litter campaign, with emphasis on law enforcement and education • **DR. CHARLES R. TIMPANY** of Santa Clara county schools replaced **Dr. Harold Spears**, San Francisco superintendent of schools, as a member of CTA Commission on Educational Policy. CTA board of directors has ruled that hereafter members of the commission may serve unexpired terms even though professional positions might change • District superintendents have been requested by CTA Executive Secretary **ARTHUR COREY** to consider formation of district policy regarding examination of controversial subjects in the schools, specifically **UNESCO**, "to prevent future unpleasant incidents which are harmful both to public education and to pupil and teacher morale." • Quoted from **Supply and Demand**, a bulletin of California State Department of Education, by **Dr. James C. Stone**: "It took California 90 years (1849-1940) to enroll one million pupils in its public schools, and 13 years (1940-1953) to enroll its second million pupils; it is estimated that within seven years (1953-1960), California will enroll its three-millionth pupil, that within five years (1960-1965) California will enroll its four-millionth pupil."

A Student Government Conference—

can be the launching point for development of excellent leadership traits among elementary students. Here is the story of how a conference succeeded in Kern county.

Claude W. Traylor, Jr.

HOW often have you heard a leading citizen proclaim in a stentorian voice, quivering with oratorical eloquence, "Never before have we had such a crying need for brilliant leadership . . . the world situation . . ." ad infinitum. This statement is trite and true. We always have a need for capable leadership.

How is leadership taught to children in our elementary schools? One excellent way to teach this esoteric quality is through the medium of student body government where children are given the opportunity to practice active leadership under supervision.

A student body government does not emerge full grown, but is laboriously and sedulously structured, modified and improved. Although improvement can take place in several different ways, one excellent method is that of holding a student body conference for schools within a particular area.

How can a conference help to improve student governmental practices? A description of the Kern County Elementary School Student Body Conference which was held at Arvin last February will provide an answer to this question.

Countywide Participation

Over 200 students from 19 schools situated in some cases 100 miles apart met at Arvin for a discussion of mutual problems.

After a morning performance by the Arvin elementary school band, the assemblage broke up into four smaller groups in order to consider specific phases of student body government.

Mr. Traylor is principal of Greenfield union school district, Bakersfield. He was chairman of the conference described in the article above.

Topics covered at this time were: group one—Duties and Responsibilities of Student Body Officers; group two—School Athletic Participation; group three—Money-raising activities; and, group four—Student Court.

Each group had a chairman to expedite the discussion and a secretary to record pertinent data. The attending schools sent representatives to each group. Each chairman presented a brief overview and then called for questions. Nearly all delegates submitted questions. Secretaries summarized the findings for the afternoon general meeting.

During the second discussion period, all groups considered the same topic, "Problems of the Junior High School Student." New chairmen and secretaries presided during the second hour.

Active Interest Shown

After two hours of intense discourse, lunch was served. Children from different schools mixed together for informal conversation. At one lunch table, several students were vociferously arguing the pros and cons of the student court, while at another table, a debate developed concerning intra-versus inter-mural athletic competition.

During the afternoon general meeting, the eight secretaries from the morning groups gave a synopsis of the work accomplished in each of their meetings. These students had been kept busy during the noon recess finishing and polishing their reports. The last piece of business to be completed before adjournment at 2:30 p.m. was to set the time and place of the first planning meeting for the next school year.

What were the results of the conference? The first question on an evaluation sheet was, "What was your general impression of the conference?" Without exception, all schools replied that the conference was a success.

New Ideas Passed Out

"What new ideas, if any, were gained?" Four schools obtained more information about student court. Three

gained new money-raising ideas. Others learned about athletic awards, types of officers and responsibilities of officers.

"How can the conference be improved?" Eight schools requested that an adult discussion group be planned for the next conference. Two thought that the method of introducing students and faculty advisors could be improved. Others believed that more group work and less entertainment is needed.

"What did you like most about the conference?" Nine schools enjoyed the group discussions. Several schools appreciated the general lack of adult interference. Others were enthusiastic about the ability of the chairmen and secretaries.

"Did you receive adequate information concerning the conference?" All schools replied that information was adequate.

"Do you contemplate making any changes in regard to your own situation?" Four schools are planning to experiment with the student court. Other schools are planning to add more officers, rewrite constitutions, have more council and student body meetings, change procedures for the election of officers, apply new money-raising ideas, and one school will institute a student body government for the first time this coming school year. Also, a county-wide athletic code is being written.

Were there results? Yes, tangible results. Is a student government conference for elementary schools worthwhile? We believe so. Kern County will have a better conference next spring as a result of the constructive criticism which was included on the evaluation forms. Many schools in Kern County will have a better functioning student body government as a result of the conference. Many students who attended this conference will carry with them when they graduate into high school a wholesome interest in participating in leadership activities. Faculty advisors through interchange of ideas have gained new perspective concerning the inculcation and perpetuation of desirable leadership traits. Every person—student and teacher—who attended the conference benefited in some way from the experience.

A successful conference does not just happen. It must be carefully planned and organized months in advance, with faculty advisors taking the initiative.

WHAT IS YOUR SPEECH QUOTIENT?

Carmen C. Dixon

In the education profession where one of the most important basic assets is the speaking voice, it behooves the teacher to pay attention to its function.

How long has it been since you have objectively listened to your voice on a tape or disc recording, and heard yourself as others hear you?

Talking is similar to other muscular skills in that practice increases the efficiency of the skill while lack of use leads to deterioration of that skill.

This is particularly true in the area of articulation. When we ignore how we say words we tend to become sloppy in our articulation. Although speech patterns vary from one section of the country to another, we are pretty much in agreement as to how we pronounce most of the words in the vocabulary.

For example, we all agree to the (t) in the word hot. Oddly enough, if we do not consciously consider our speaking voice we may be surprised to note, upon listening to a recording of our conversation, that we are saying ho. We think we are putting the ending (t) on, but in reality omitting it.

The sounds we seem to be most guilty of omitting of the forty plus speech sounds in our language are the group called by the phonetics people the plosives, the (p), (b), (d), (t), (g), and (k).

Listen for Sound

By attending to these six sounds the average person could noticeably improve his speech in a very short time. Of course, there may be many other major articulation problems. The teacher may not be aware of these.

Mr. Dixon is assistant speech and hearing consultant in the Chula Vista elementary schools.

One problem which we may have to face at some time in our career is that of lowered hearing acuity for high frequency sounds. It seems that after twenty-one, the older we get the more we tend to lose this acuity for speech sounds such as (s), (ch), (f), (t), (k), and (sh). If you can't hear them you don't say them.

Although there may be little that can be done, it is well to know of this hearing loss so that speech training can be utilized to keep the speech pattern within normal limits.

Other types of hearing loss may interfere with the loudness or softness of the speaking voice and might lead to the following problem. The writer knows of a teacher who referred the bulk of her class for speech therapy with the remark, "They all talk too softly. I have to shout to get them to hear me." This teacher of course had lowered hearing acuity for all sounds. The problem was in her hearing, not her pupils.

A yearly audiometric hearing test for the teacher should uncover existing hearing losses if they are present.

Another basic speech area which deteriorates without attention is that of breath control. Faulty breath control leads to loudness problems and/or breathiness.

Can you sustain a vowel sound for 20 seconds without allowing the vowel to waver? A few minutes a day spent on sustaining a pure vowel can materially improve your control from 10 seconds to 30 seconds within four weeks.

Don't Pitch High

One of the most common complaints heard of the teacher is that of the pitch being too high. Since high pitch may be directly related to tension, this is no

easy speech difference to alleviate. Usually if you are pretty well adjusted to life in general your pitch is adequate.

There may be a problem of having learned to talk at too high a pitch level. Dr. Grant Fairbanks in his *Voice and Articulation Drillbook* (Harpers) suggests a method of comparing the pitch habitually used with a pitch which should naturally be used. The reader is referred to this book for a further discussion of pitch.

Voice quality differences may also interfere with the speech pattern. True, we all have different voice qualities, but there are some basic voice quality problems that can be checked, i.e., one of these is nasality. This condition exists when the sounds that typically are made out of the mouth are made out of the nose. In English, thirty-seven of the forty sounds are orally emitted. Just the (m), (n), and (ng) are nasalized normally. A quick check for nasality is to sustain the vowel "ah" and intermittently tweek the nostrils together. If you notice a difference in the quality of the "ah" on the tweeks, nasality is present.

Another voice quality problem is that of denasality. This comes about when the (m), (n), and (ng) are not nasalized due to a blocking of the nasal passages. The simplest test for this is to close the mouth and sustain (m). If nothing comes out, you are denasal.

There are of course other voice quality differences. If they are too noticeable, they may indicate some pathology of speech mechanism and should be handled by qualified medical personnel.

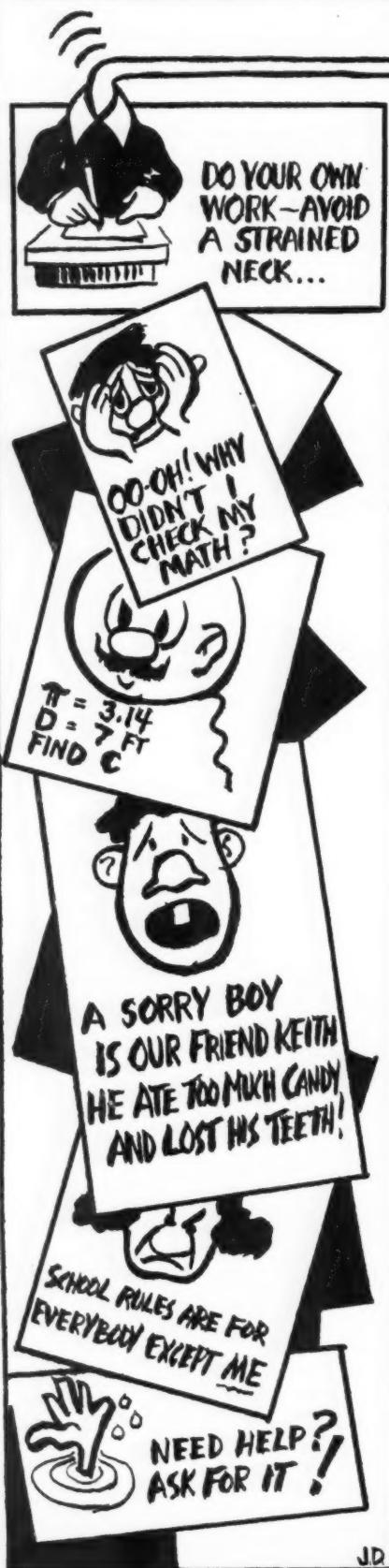
Try for Improvement

If you feel insecure in speaking before an audience, perhaps an association with a Toastmasters' or Toastmistress' Club or enrollment in a public speaking class out of a college extension would solve this problem.

Most of the speech differences encountered by most of us are of a minor nature and can be improved by us without the help of a speech therapist. In cases of a more serious nature the teacher should seek help from a qualified speech therapist.

Most of us are sensitive to suggestions of self improvement and certainly our speaking voices should have been screened before our training and subsequent employment, but occasionally we get so embroiled in the curriculum, the kids, the carnival, and milk money that we forget our important asset, our speaking voice.

CARTOON ART IN THE CLASSROOM



JD



Joel Dvorman

HAVE cartoons a place in school? Definitely! If bulbous noses and popping eyes can sell the nation's goods via billboard and TV screen, they can also promote learning in a classroom. How? Let's see.

Briefly, the appeal of cartoons rests on three essential elements—simplicity, directness, and humor. Obviously, these virtues are not confined to cartoons. They are also the life's blood of effective teaching methods. The demands of teaching and those of cartooning, therefore, overlap more than one might suspect.

Accent the Negative

In using a cartoon to get a point across, whether the theme is "punctuality," "personal appearance" or one of a thousand others, remember that a cartoon's punch depends on exaggeration and distortion—the more the merrier. For example, as part of a campaign designed to discourage pin-curls in a class, try a bedraggled gal laden with curlers with a simple caption such as "Is This YOU?" If the case in point should be a school bond drive, avoid drawing the beautiful buildings which might be the object of the drive. Instead, depict the bursting classrooms that will result if the drive fails. In short, be positive by exaggerating the negative.

"But I can't draw . . ." is an often heard lament. No excuse! In the cartoon world, crude drawings sometimes have the most charm. More important, however, is that limited drawing ability compels us to develop simple ideas . . . and it's the IDEA that really counts.

In a regular school program, possibilities for cartooning are endless. They can brighten blackboards, posters, du-

plicated lesson sheets, and school publications. They may advertise the next school dance or open house, encourage good eating habits, promote a PTA membership drive, enliven student body electioneering, and stress good citizenship.

Misunderstood Ideas

One word of caution. The best of cartoons are sometimes misunderstood despite painstaking efforts to make the central idea stand out like a sore thumb. So be prepared for some rib-tickling interpretations by the younger set. Last year I drew a cafeteria poster hoping I could discourage bad table manners. The poster depicted four meticulously drawn pigs, complete with snouts and pointed ears, seated at a table which was piled high with spilled food, overturned milk cartons and other litter. Below the drawing was an appropriate caption. A seventh grade girl approached me during my lunch period and with a nod toward the poster volunteered some invaluable criticism: "You should practice drawing people, Mr. Dvorman. Know what those look like? Pigs!"

There is a way, of course, to avoid such humiliation and at the same time do a better job of teaching: Let the students create the cartoons. They not only have "remarkable imagination but are happily uninhibited with a blank sheet of drawing paper. Mmn-n. Now there's a thought. Would someone care to buy three worn brushes and half a bottle of black ink?

Mr. Dvorman, who teaches in Long Beach, author of this suggestion, drew the panel on this page.

THE BLACKBOARD JUMBLE

Les Landin

The blackboard is often a jumble of assignments, tardy lists, and chalk dust. Is it any wonder that children create their own visual worlds, daydreaming and doodling at their desks?

IT had happened again. This was the third batch of papers Mr. Fogarty had collected this week covered with cartoons of rockets, horses and other marginal designs. The activity and study periods had been going fine, so it had to be his presentations that were weak. Yet, hadn't he motivated that fraction lesson with a good flannel board demonstration? He had even pepmed up that geography presentation with his best World War II tales.

There was only one explanation. The children were leaving the classroom every day and going out to a visual

matinee, followed every chalk mark if for no other reason than to guess what teacher was drawing. Some laughed. But famous artists drew silly cartoons just to get those same laughs. And the children appreciated Mr. Fogarty's

women he drew. And as the semester moved on, that Spanish galleon began to look less and less like a dish of scalloped potatoes. When a child asked him to describe a beaver, he didn't have to fumble around in the picture file. That compact and inexpensive visual aid, the blackboard, was always there.

He learned to accept the fact that Fogarty and Van Gogh have little in common. He didn't have to try for perfection because his sketches were mainly a device for holding attention, a symbol of the real thing. When Eric the Red looked like Ferdinand the Bull, the children understood and were all the more eager to see the real thing in their texts during the study period.



His men looked ridiculous but they were just right for the women he drew.



That Spanish galleon began to look less like a dish of scalloped potatoes.

courage. Maybe he had really meant it that time he told them that they shouldn't be afraid to express themselves.

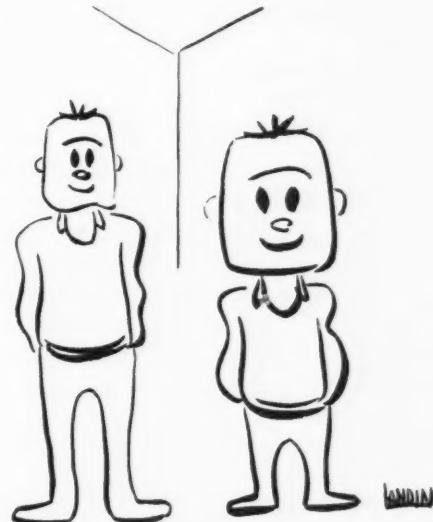
Mr. Fogarty's men did look ridiculous, but they were just right for the

world of comic books, television and movie cartoons. How could he keep up? The movies and slides that he pre-viewed often seemed dull and never arrived at just the right moment. There was only one way out. He would live dangerously. He would start drawing cartoons on the blackboard. It would take courage because he was no Rembrandt, but what good were his presentations if the children weren't tuned in?

As he suspected, Mr. Fogarty's first blackboard artistry met with a children's chorus of "What is it?" Mr. Fogarty explained what it was, gritted his teeth and pushed on. Every verbal point he made was accompanied by a sketch . . . and followed by an explanation of the sketch. Wide eyes, usually reserved for the Saturday afternoon



Mr. Fogarty decided he would live dangerously; he would draw on the blackboard in front of the children.



He found that a child was merely an adult with a big head and that a "Y" shape gave the illusion of an interior.

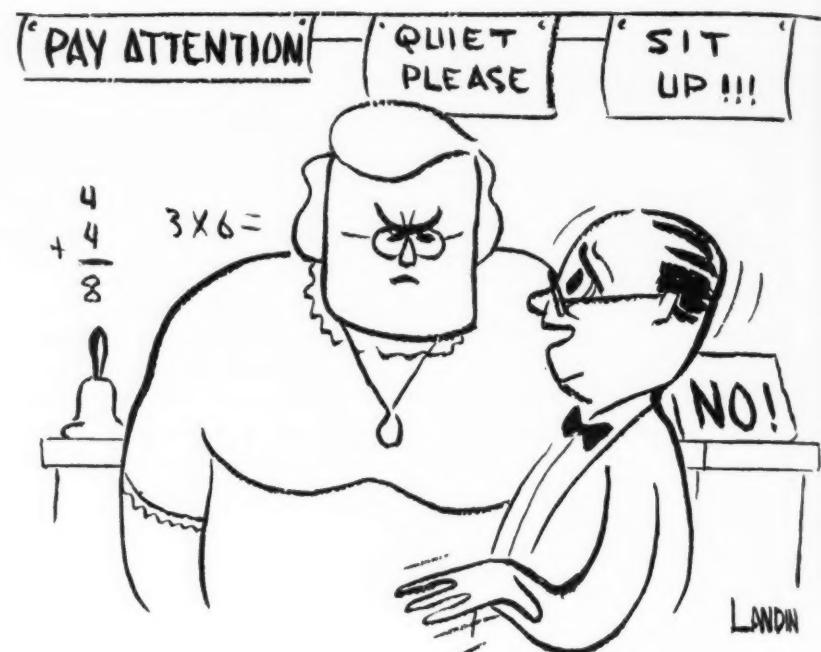
Attempts to make perfect lines destroyed his cartoon effect and slowed down presentations. Still, there were some tricks to be learned. A drawing book provided some useful cartoon shortcuts. He found that a "Y" shape could produce the illusion of an interior. He learned that a child was simply an adult with a large head. It was amazing what a few lines could do.

The children invented several characters he could use for language arts, arithmetic and social studies. During language arts, a cartoon character named "Wordy Woodpecker" flew about on the board. During arithmetic presentations, another character, Dr. Multiple, stumbled through various word problems being studied. Social Studies found a dog named Rover stowing away on "The Santa Maria" or "The Golden Hind." These five minute blackboard episodes always stopped right at the exciting spot just like the old "cliff hanger" serials. About two or three of these a week were enough to set off new concepts and assignments. The children could hardly wait to get their texts to see for themselves how things really turned out.

Instead of competing with the various stimulants in television, movies and comic books, Mr. Fogarty was using them as a framework for presenting educational material. He had discovered a new technique of teaching that could be employed by the most inartistic teacher.

Both Dvorman and Landin, authors of the two articles you have just read, have contributed cartoons to CTA Journal. Both are classroom teachers and have developed their talents as effective instructional tools. Landin, who

lives at 18915 Devon Ave., Saratoga, has written a manual enlarging on the techniques described here. A review of the publication may be found on page 37 of the October CTA Journal.



But we mustn't forget that old positive approach, Miss Steel.



Of course I'm not jealous. She still lets me do her homework, doesn't she?

PRIVATE TUTORING . . . (Continued from page 19)

rent year, then, would be a refusal to abide by "reasonable rules of the governing board," and a cause for dismissal. To meet the legal qualification of "reasonable," the policy must be so worded that it applies to all teachers, not solely to the one whose activities are now in question.

The Commission has urged governing boards and local teacher associations to consider this question with its many ramifications carefully, and to develop a policy which safeguards children from pressure and the profession from the dangers which private tutoring of one's own pupils poses.

DR. HART'S NEW BOOK

Former students of Dr. Frank Hart, instructor in school administration at University of California, await the release of his first novel, "Oil for the Light of the World," to be published by Vantage in December. It is said to be exceptional in concept and execution, a swift-moving story with excellent characterization. The author says "it isn't too far from school administration."



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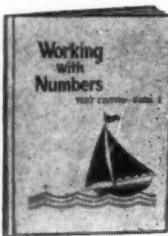
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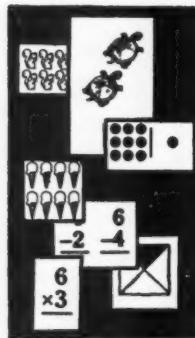
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AUDIO-VISUAL AIDS

A department on teaching films conducted by H. Barrett Patton

Our Friend, The Filmstrip

Throughout the ages man has employed various techniques and devices to catch the attention of the eye and ear. Before a psychology of learning had been expounded, man learned that the eye and ear were passageways through which messages could more readily be understood. Today we call it audio-visual and, as applied in the educational process, it is a relative newcomer; but its roots reach deep into the past. The concept was sound then; it is sounder still today. Inevitable change has only modified or reconstructed the approach. In addition, time has become more and more a crucial factor in learning. The length of the day cannot be expanded: methods to unlock and increase the ability of the mind can. A-V is that media. It adheres to the demands of an inverse ratio of time. Its materials woven into the curriculum pattern are a must for the training of today's child.

Perhaps the very wealth of these materials, in kind as well as in quantity, is oftentimes perplexing. The teacher may puzzle, "What should I use, and how should I use it, to make my teaching most effective?" There is no common answer, but may I call attention to one kind of material—the filmstrip—and have one of our newer teachers, Betty Horn, supply some suggestions for using it?

Miss Horn has used all kinds of materials from our A-V library, but her most consistent choice has been filmstrips. Her reasons for favoring this media are sound and embrace a concept of learning, method, and desirable outcomes.

(1) The projector is lightweight and portable, the filmstrip relatively short. Pre-viewing can be more complete and more readily sandwiched into a busy day. Better teacher preparation means better presentation, heightened interest on the part of the pupils.

(2) Choose only material that is appropriate and use it only when pupils have gained some understanding of the subject. This makes for more direct and spontaneous pupil reaction to what they see on the screen.

(3) View a portion of the film; then tie what is known to what has been learned before proceeding. This encourages sticking to the point under consideration and insures sequential gathering of data and information.

(4) Encourage maximum pupil participa-

tion and discussion; gauge the pace of successive frames or back up in order that slower learners may contribute, faster learners may augment.

(5) Build vocabulary understanding as the showing proceeds, have pupils incorporate new words and phrases in their thinking while fresh in mind—while the picture on the screen is an added stimulus to language reinforcement.

(6) Re-check information previously learned with that gained from the film. If the sources differ learn the reason for the difference, an excellent way to develop critical pupil analysis.

(7) Encourage pupils to use filmstrips as resource material in group projects. Distraction of other working groups can be minimal and group presentation to the class more vivid and concrete.

(8) Go beyond what has been learned from the filmstrip. It not only becomes a source of information but a springboard for further study and activity. The film does not become an end in itself, as certainly no A-V material should.

Others could expand the list indefinitely, a slightly different approach here, a different application there. The filmstrip is as versatile as the individual using it. It has other attractive qualities: fewer concepts presented at one time, the pace of showing can be adjusted to individual differences, it can be used as a form of tachistoscope, subject content blankets the curriculum to a greater extent than any other kind of A-V material, it is low in cost and expendable. Its use in the classroom is limited only by the basic philosophy and purpose of the teacher, by the interest and enthusiasm with which she approaches the art of teaching.

—Fred R. Wise
Audio-Visual Director
El Dorado County

BEAUTY IN PRECIOUS METALS.

Sound, 20 min., color, Class Ring Manufacturer, Free: Association Films, 351 Turk St., San Francisco.

Making of class rings by the Herff Jones Co. shows much interesting work. Planning the designs, making the dyes, enameling, and setting the stones make an interesting story.

SPEED OF LIGHT.

Sound, 14 min., B&W, Sr. High, College, Adult, \$62.50: Encyclopaedia Britannica, 5625 Hollywood Blvd., Hollywood.

This film gives an excellent historical record of the study of the speed of light, including explanations of various methods used to determine speed. Students (Physics) found the film interesting and informative. This film is an excellent visual aid in the study of light.



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The "New Look" Has New Meaning...

While designers of Milady's fashions probably didn't have the classroom in mind when they introduced their revolutionary New Look, the truth of the matter is that the New Look has indeed become a part of the American school system.

The New Look in this instance has to do with motion pictures and the increasingly important role they are playing in the education of our young citizens. Just a few years ago talking motion pictures were almost unknown to the classroom ...

today they are as much a part of the educational scene as the blackboard.

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Please send me a catalog describing the titles in your Film Library for use in my classroom work.

(NAME AND POSITION)

(SCHOOL)

(CITY AND STATE)

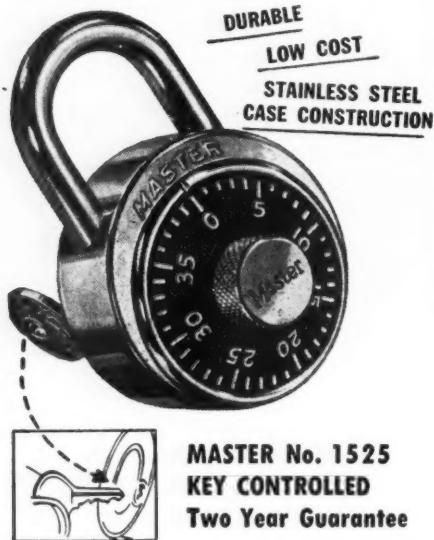
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SUCCESSFUL SCHOLARSHIP. Sound 10 min., B&W, Orientation, Study Methods, Psychology, Guidance, Sr. High, College, \$60. McGraw Hill, Photo & Sound, 116 Natoma St., San Francisco 5.

Helen Burns was an ordinary girl—not too brilliant, but she knew where she was going and how to get there. She had a plan—a long term plan of becoming a nurse and a short term plan of studying two hours each day. She had a place for study at a regular time, without distractions, either outside or inside. She had a method by which she first scanned, then got at the essentials and finally used 3 x 5 cards on which she wrote what she had found out. Thus Helen had worked toward successful scholarship.

PEACEFUL ONES—Film: 12 min., social studies, elem., black and white; \$50, color \$100. Avalon Daggett Productions, 441 North Orange Drive, Los Angeles 36.

The Hopis are the "Peaceful Ones" perched high on the tips of three mesas near the Painted Desert. They are an industrious tribe, and every daily task is set by tradition. This is the only tribe in all America where the men are the weavers. The entire weaving process is presented in the film. This film records events in the life of the Hopis today, in the serenity of their pueblos in the sky, patterned by customs from centuries past.

WILDFLOWERS OF THE WEST—Film, 28 minutes, color, science, elementary, senior high, adult; free: Richfield Oil Company, 333 Montgomery St., San Francisco.

Flowers of the deserts, mountains, beaches, and valleys of the western states are shown in their natural habitat. This interesting film shows what a flower is, how it is reproduced, and how it has survived through the centuries against the destructive forces of nature and man.

The Blue Book of Audio-Visual Materials, 29th edition, is a basic book of recent films, filmstrips, slides and recordings. It is now available for two dollars from Dept. 5, Educational Screen, 64 E. Lake St., Chicago, Ill.

CLASSROOM AIDS

National Association of Manufacturers has prepared numerous teaching aids which must meet rigid standards of educators. They are described in a 24-page booklet free on request from teachers. Address NAM, 2 East 18th St., New York 17, attention Education Dept. Items listed are intended to fit into the curriculum without any obligation on the part of teachers or students to accept materials or purchase a product or service. Title of the publication: "Educational Aids for Schools and Colleges, 1955-56."



A New York City librarian, Helen Evelyn Peerless, distributed questionnaires last fall in order to determine the effect TV has had on reading habits. Some 500 were returned. The younger set—teen-age to young adult—seemed to have been the most affected, with the older and white-collar groups the biggest readers. In general, most people reported little or no change in reading habits, others read more, some read less. One effect has been to bring about a decrease in the reading of light fiction, with nonfiction reading making considerable gains. // After five months on the best-seller list, WHY JOHNNY CAN'T READ slipped off one week, made a quick comeback. In San Francisco, NY publisher Alfred A. Knopf said he's concerned with Johnny's parents who can't read either: "In non-fiction . . . people want sappy 'how-to-be-happy' books." And Random House, getting into the act, says Johnny can read, citing sales during the past five years of six million Landmark books and more than a million Black Stallion volumes. Somebody's reading, at any rate. // Five books that had been labeled "salacious" by Mrs. Anne Smart of Larkspur were restored to school library shelves by the Los Angeles Board of Education. // The London Times admits that the U.S. is coming of age. "The American public is certainly better educated than it was, say, twenty years ago, but, more strikingly it is, on the lowest levels, becoming more sophisticated to an alarming degree." Not only can Johnny read, but he can think, too? // A Scottish firm, William Collins Sons Co., Ltd., thinks it has established a world's record in the publishing of classics, printing nearly 2,500,000 in its new series. Glasgow resources were so taxed some books were printed in Italy and Holland. // Everybody has a solution to the comic book "problem." An ex-schoolteacher in Port Angeles, Washington, thinks she has the answer in a book of "Johnny Bear Stories." While the stories are interesting for children, and make an attractive book, it is, unfortunately, just another children's book. There is just one issue of it; it costs a dollar. How can it compete with cheaper comics, which are issued in series, with new copies coming out frequently? *Johnny Bear Stories* is a commendable effort, but it's no solution. A New York publisher comes closer to providing what may be part of the answer: *Trumpet Books*, costing 25c each, published by Gabriel and Sons. The covers look like comic book covers, but the contents are on a somewhat higher plane. Some titles are:

"Confidence

....because

You Understand Menstruation"

New color film strip—free from Modess—producers of prize-winning movie, "Molly Grows Up."

"Confidence . . . Because" is the *first film strip* ever offered on menstrual hygiene.

An exceptionally versatile teaching aid, you can run it with sound recording . . . or use it without sound, following your own teaching methods. The film strip includes many diagrams and medical drawings especially suitable for classroom study. May be stopped at any time for questions or discussion. (A teaching manual with complete script comes with film strip.)

35 mm., full color. Available with or without sound on standard 12", 16" and Universal 12" records. Running time: 15 minutes.

COMPLETE TEACHING PROGRAM

"*Molly Grows Up*" . . . first film on menstruation done with live actors. 16 mm., black and white, sound, 15 minutes.

"*Growing Up and Liking It!*" . . . a booklet for girls 12 to 18. Fully explains menstruation.

"*Sally and Mary and Kate Wondered*" . . . booklet for girls 9 to 12. Simple introduction to menstruation.

"*It's So Much Easier When You Know*" . . . booklet on menstrual physiology and tampon usage.

"*How Shall I Tell My Daughter?*" . . . booklet for mothers, suggests how to explain menstruation to pre-teen girls.

"*Educational Portfolio on Menstrual Hygiene*" . . . Complete teaching kit, including above booklets.

Mail coupon for your copies . . . free from the makers
of Modess Sanitary Napkins and Belts and Meds Tampons.



Miss Anne Shelby, Educational Director
Personal Products Corp., Box 5566-11, Milltown, N. J.

Please send me *free*:

New 35 mm. film strip, "CONFIDENCE . . . BECAUSE You Understand Menstruation" with sound without sound

Record: 16", 12", Univ. 12"

Record Speed desired: _____ Date wanted _____

New 16 mm. movie, "Molly Grows Up" (on free loan)

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The following booklets:

"Growing Up and Liking It!" "Sally and Mary and Kate Wondered" "It's So Much Easier When You Know" "How Shall I Tell My Daughter?" One "Educational Portfolio on Menstrual Hygiene."

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(OFFER GOOD ONLY IN U. S. A.)

Famous Pioneers, Diving for Sunken Treasure, Baseball. Partly historical, partly "how-to" and partly fair teen-age fiction, the books should catch the interest of young readers. Whether the publisher will maintain his current standards will be interesting to see. At any rate, any attempt to compete with comics should be commended . . . especially when you read Ed Feder's report at U.C. on comic books, disclosing that readers spend more money on comics than all expenditures for elementary and secondary school books in the U. S. //

New publications: **Handbook for Teaching Conservation and Resource-use** by National Association of Biology Teachers • **Library Manual**, a study work manual on the use of books and libraries. By Marie A. Toser. New York. Wilson. 94 pp., 70c. • **Natural Science Through the Seasons**, Rev. By J. A. Partridge. New York. Macmillan. 510 pp., \$3.60. • **Copper . . . the Oldest and the Newest Metal**, produced in comic-book format by the Copper and Brass Research Association, New York, is available in quantity for distribution to students

without cost. It is a nice piece of work and should be useful to interested teachers. Address requests to Carl H. Pihl at the above Association, 420 Lexington Avenue, New York 17.

—VT

THE PROGRAM ENCYCLOPEDIA. By C. A. Duran. New York. Association Press. 616 pages. \$7.95.

Most people know how to conduct program activities, and most will agree that the hardest part is getting the idea. Here is a "thesaurus" of 5000 program ideas, themes projects, education activities, proven program methods, and interest getters that should be of help to teachers. It is divided into thirteen chapters, including Social Life; Sports and Outdoor Recreation; Hobbies, Arts and Crafts; Religion; Public Affairs; and Activities Around the Calendar. Clement A. Duran is associate New York State secretary for the YMCA and has worked and counseled with program people in many organizations.

SCHOOL PUBLICITY

The job of publicity chairman sometimes falls to a person with only a vague understanding of the mechanics of news writing. Too often school news does not get in print because school people do not know how to prepare it. Jim Newton, 220 Sherman Ave., Hamilton, Ohio, has prepared a simple little manual to help on this problem. "More Publicity for Your School" is a 30-page mimeographed outline of easy-to-follow steps, with rules, suggestions, and samples. It's not a fancy book, but it will be worth the price of one dollar to the person faced with the responsibility of getting the best out of the local newspaper.

BETTER THAN YOU THINK

Widespread interest in educational articles appearing in lay magazines urges us to use a portion of our book review section to discuss sources of information which will help the busy teacher keep up with the fresh fuel for conversation.

Educational Research Circulars are published by AASA and NEA 10 or 12 times a year, four of which are digests of articles on education appearing in lay magazines. Since subscription to the service is expensive (\$35 a year) the teacher is advised to purchase single copies of the circulars which come out in January, April, July, and October at \$1.00 a copy. Inquiries and orders may be addressed to American Association of School Administrators, 1201-16th St. NW, Washington 6, D.C.

All significant articles are included and digests are adequate to convey the central idea without distorting the author's opinions. The circulars provide an invaluable guide to original publications, which should be found readily in most libraries.

Numerous articles have appeared in recent months to give teachers a fresh sense of reassurance. One of the best is "Public Schools Are Better Than You Think" by Sloan Wilson, in Harper's Magazine for

TO MAKE FOR THE HOLIDAYS

A suggestion we hope proves interesting and fun to do

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Jolly Santy Cooky

Everyone falls in love with this cooky. It is so simple to make with easy Jolly Santy Cooky Cutter. Such fun to decorate, too—and very wonderful-tasting. Only 30¢ postpaid, recipe included. Address given below.

- Unlike old-fashioned, ordinary kind of cutter—this Jolly Santy Cooky Cutter is of modern, sturdy plastic that molds, shapes, cuts all-in-one. Quick, easy.

This molding and the shaping give the Santy a 3-dimensional, life-like look. So realistic, Santy seems to be saying "Merry Christmas."

Included with each cutter is a new, easy recipe which makes an extra delicious sugar cooky,

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To get JOLLY SANTY COOKY CUTTER described, send your name, address and 30¢ with your order to the FOUR MCB'S BOX 4246-W, Tulsa, Oklahoma. There is no charge for postage.

Also use as holiday place cards and ornaments for your tree.

Why it's so refreshing to chew Wrigley's Spearmint Gum —

The bit of satisfying sweet in that lively Wrigley's Spearmint flavor Gum helps give you a little lift and the chewing helps ease tension.



AJ-168

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September. After some examination of the criticisms of the schools, the author concludes that the schools are better than many people realize and that many criticisms stem from ignorance.

Most of the controversy over public education, Wilson says, stems from a strong desire to get something for nothing. The schools have never been so good as they are now, but they have never fallen farther below the ideal people have set for them. People hope they can argue away the gap, forgetting that only time, study, and money will solve the problem. JWM

MORAL - SPIRITUAL VALUES committee of CTA offers additional references for teachers who wish to supplement their reading in this field. Similar bibliographies have appeared in recent editions of CTA Journal, as prepared by Sarah Carter, committee chairman:

"The Eleven Religions and Their Proverbial Lore" by Selwyn Gurney Champion, E. P. Dutton Co., N.Y.

"The Good Ways" by Delight Ansley, Thomas Y. Crowell Co., N.Y.

"The World's Religions" by Charles Samuel Braden, Abingdon Press, N.Y.

"Attitudes Toward Other Faiths" by Daniel Johnson Fleming, Association Press, 347 Madison Ave., N.Y.

"World Faith" by Ruth Cranston, Harper Brothers, N.Y.

READING LIST

The 1956 edition of the "Annotated List of Books for Supplementary Reading" has just been published by the Children's Reading Service, 1078 St. John Place, Brooklyn 13, N.Y., and is offered without charge to any teacher, librarian, or administrator who requests one on official letterhead. The list, ranging from kindergarten to ninth grade, includes 1000 books from 40 publishers, arranged by topics and school grade levels.

GIFTED CHILD

Explorations in the field of teaching the gifted child have led to some excellent publications. A noteworthy example is "The Gifted Child," published by Palo Alto Unified School District. Robert Shutes and Kenneth Martyn wrote the 32-page booklet, printed in two colors with artwork. It presents a statement of purposes and policies, identifies the goals, and offers suggestions for the teacher in the classroom.

THEORY IN ADMINISTRATION

Stanford University Press has published the fifth in its educational administration monograph series: "The Use of Theory in Educational Administration." Authors of this 28-page booklet are Arthur P. Coladarci and Jacob W. Getzels. Previously published in the series are: (1) A Design for the Administration of Public Education, (2) Science Facilities for the Modern High

School, (3) Swimming Pools for Schools, (4) Playground Facilities for Rural and Small Elementary Schools. Paper-bound, \$1.50.

FOR BEGINNING TEACHERS

A practical aid to beginning teachers is the four-page folder "Getting Your First Job in Teaching" which was published this month by California Teachers Association.

The statement gives friendly advice regarding teaching opportunities, placement offices, pre-application planning, information concerning vacancies, making application, the interview, and follow-up procedures.

Three sponsoring organizations are responsible for the original format and contents.

California School Boards Association was represented by Mrs. Cora Coonan, San Francisco; Rex Silvernale, San Rafael; and Mrs. Delsa Walton, Albany. California Association of School Administrators was represented by Hilton Bell, Visalia, and L. L. Jones, Watsonville. Western Institutional Teacher Placement Association offered the services of Dr. Eugene Dils, Stanford University; Henry Hall, University of San Francisco; and Dr. Lloyd Bernard, U.C., chairman.

CTA reproduced the folder. Copies may be ordered from CTA, 693 Sutter St., San Francisco 2, at cost of reproduction: \$2 per 100.

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A series of 10 beautiful photographs printed in natural colors . . . stretches to 8 ft. width. It's an informative teaching aid . . . it's a handsome classroom decoration! Greyhound's new full-color display, *Highways to History*, presents dramatic views of ten historically famous places in different parts of America. This display will be ready for mailing to you and your class after Nov. 1. Write for your copy today.

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. . . related "Lesson Topics." This 8-page study of historic places takes your class on tours of America's best-loved shrines. Kit contains factual information on group tours by motor bus.



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Name _____

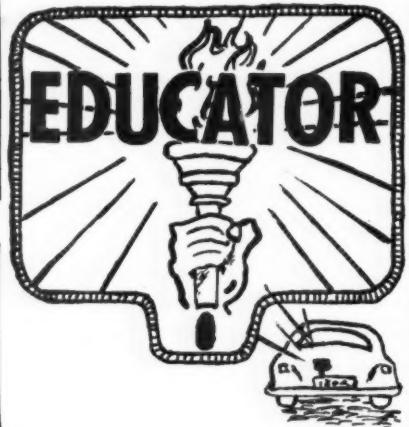
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He Contributes With Tribal Dance Lore

A THIRD-GRADE teacher at Alamitos School, Garden Grove, 28-year-old Roy Johnson, is a recognized authority on Indian ceremonial dances. The 60 boys of his Wawoyaka Tribal Dancers, 9-to-13-year-olds of his school, form a remarkably well-organized and well-instructed organization.

When I visited Johnson last May his group had appeared in 30 public performances in a year of operation. Whooping, chanting, and stomping to the methodical beat of drums, the well-costumed tribe has appeared on television and at several rodeos.

In 14 years of Scouting, Johnson learned all he could about Indian dance steps, the structure and symbolism of costumes. As a Scout leader and as counselor and director of YMCA camps, he put his interests to good use. He found boys of the fourth to eighth grade were fascinated with the action, sound, and color of ritualistic dances. For the last eight years he has spent all his spare time with boy groups at Pasadena, Whittier, and Garden Grove, teaching them all he knows about Indians.

The boys make their own costumes, which are sometimes very complex and ornate. Dads and mothers soon get into the act, too. Four mothers and four dads help the group as craft instructors, giving a hand with sewing and bead-work. At a recent picnic, Johnson invited the parents to come along, too . . . and over 100 people showed up. He discovered that the adults wanted to learn to do the dances, too.

Johnson is determined to interpret properly the tribal rituals of the American Indians and he insists on rigid training. He finds that this type of dancing brings a satisfaction and a release equaled by few youth activities. The self-discipline necessary to become a "good Indian" has brought wholesome results, Johnson believes. Though their faces remain stoical and emotionless during performances, the boys get a big kick out of knowing they please their audiences.

Roy Johnson and his young wife feel that the teacher's extra-time activity in



ROY JOHNSON

work of this kind brings great values. "We're really members of the community, not just teachers," he says with an air of pride. "By becoming active members of the community, we have personal contact with young people, which leads to better understanding," he added.

Johnson is a native of Pasadena and was educated in Pasadena city schools. He graduated from Whittier College in 1954 with a major in sociology and psychology after serving in the Pacific theatre with the Army.

"Roy Johnson has made a splendid contribution to the welfare of the youth in his community," said Herman Ranney, director of child guidance and attendance for Orange county schools.

The CTA Committee on Youth Activity and Welfare has commended the Johnsons for the time, interest, and energy they expend over and above the normal requirements of their teaching positions.

JWM

French Teacher Named

Reader comment on the Bunche article in October edition

A slap on the wrist for the author of the article on Ralph Bunche. If Bunche designates his admittedly excellent French teacher as one "whose name he does not recall," without even the sex noted, the author should at least have done a little research in Los Angeles to ferret out the name of the unsung teacher.

W. A. Chessall
Ukiah

(We tried. Records at Jefferson high school do not disclose the name of the French teacher. As a last resort, we quoted from Dr. Bunche's letter. But a reader comes to our rescue: see the following letter. JWM)

Ralph Bunche graduated one year after me at Jefferson high school. Our French teacher was Miss Gray, who later became Mrs. Thomson, and changed her duties from teaching French to supervision of the attendance office.

Ralph and I remained good friends until he left for Harvard. The next thing I knew he was in Palestine and on the pages of Time and a celebrity (well deserved). Now that he is showered with attention, I feel too humble to bother him.

I graduated from USC and started to teach at Garden Grove high school in 1927, where I am now chairman of the math department.

Abraham Eidelson
Anaheim

What a number! If you can keep this up, you will be going places! Does CTA Journal find its way into public places?

Elizabeth McGregor
Los Angeles

Thank you for so wisely stating in the Bunche article "That, at least, is the position of a large group of Californians." Large group is no doubt correct. . . . You could get both sides. Could CTA ever be brought to giving both sides?

A Bystander
Los Angeles

Congratulations on your inspiring article about Ralph J. Bunche—A Great Californian! I am delighted that CTA is helping to foster the idea that heroes of peace, men who strive to make a positive contribution toward world betterment, deserve publicity and praise.

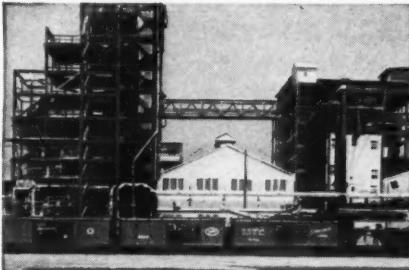
G. Hagum
Redlands

From CHEMICALS to BUMPER CROPS

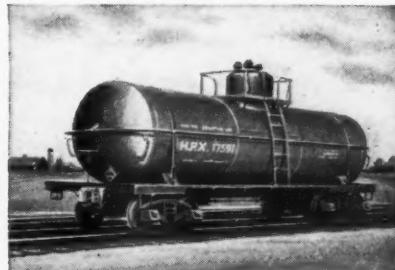


AMERICA'S RAILROADS MAKE THE CONNECTIONS!

Every year, 2,464,000 new people are added to the population of the United States — yet the total acreage planted remains virtually the same. Today, farmers are producing more food and fibre than ever before. They are doing this with the help of chemicals which greatly increase the yield per acre . . . with chemical producers and farmers linked by dependable railroad transportation.



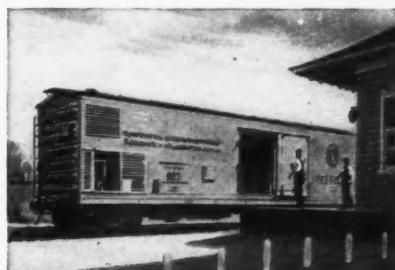
Fertilizers are plant foods. Here nitrogen, one of the three major elements vital to crops, is captured from the air and converted to fertilizer. American farmers use more than 23 million tons of fertilizer a year, much of it moved by rail.



Weeds rob crops of moisture and nourishment, causing losses as high as \$5 billion annually. Now fields are sprayed with chemicals that destroy weeds but leave food crops unharmed. Weed killers are carried in bulk in railroad tank cars.



Insects in one year alone have destroyed more than \$4 billion worth of crops. By spraying and dusting with chemical preparations, production of some crops has been doubled. Railroads bring these insecticides to farm areas.



Fruits and vegetables stay crisp and fresh while moving long distances in railroad refrigerator cars packed with chemically produced ice. Frozen foods go to market in cars cooled by artificial refrigerants which also are chemical products.

Connecting the nation's farms with industry and market is our great mass-transportation system. The heart of that system is the railroads, serving you speedily at a lower average cost than any other form of general transportation.



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Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 21.



NOODLERS NOT NEEDED

Will Hayes

WHEN I was an undergraduate we had a clarinetist in our college band who brought to a very high level the art of noodling. He was present at all rehearsals; on parade he wore his shako regally; he marched with pre-

cision with his fellow tooters; he went through all the motions of playing. There was just one slight difference between him and the other musicians in the band. The mouthpiece of his instrument had no reed in it.

Now the garden variety of noodler is not rare. He has existed since time began. However, my clarinetist friend was not of the garden variety . . . he was a noodler **par excellence**. During his years of faithful, if mute, service to our alma mater, his secret was never discovered and I expect that today he is gracing the ranks of a town band somewhere . . . unheard, but not unseen.

Fortunately, in our society the number of noodlers like my friend are few, but the relative noodlers . . . the clarinets who play every second or third note, are many.

Takes Many Forms

As a teacher I've been impressed with the amount of noodling that goes on at school. Pupils studiously perusing comic books inside the covers of social studies readers; pupils paying quiet but bored attention to a visiting speaker in the auditorium; pupils using with reckless abandon the specious phrase *et cetera*, to indicate a lack of space where the only lack was one of knowledge . . . all these are examples of noodling.

Unfortunately, though, noodling isn't confined to pupils.

Perhaps this is not the place to focus further attention on our educational shortcomings, since the critics seem to be doing admirably without assistance from the inside. Perhaps we need a more spirited and immediate defense rather than an exposé of another point of vulnerability. However, there is a certain amount of truth in the thought that had we adopted a more critical attitude ourselves, the plague on our educational house that has been our lot during the past years would never have occurred. That it did occur is evidence that too many in the profession were doing more than a bit of out-of-school noodling.

It's true that at no time in the history of American education have teachers been more professionally prepared than

they are today. State standards of certification have constantly risen until the number of credentialed personnel in classrooms is at a new high. Teachers have taken the academic aspect of their jobs most seriously: witness the great numbers who flock to summer schools throughout the land and the well attended and frequent meetings of professional societies. On the score of professional competence I think we are scarcely open to criticism and to my knowledge this has not been a major issue in any of the school crises of the months past. Yet the fact that we have had such crises indicates that somewhere along the line we have left undone that which should have been done. And that something, I venture to suggest, is the failure to have cemented the community-teacher relationship.

Something Left Undone

Teachers are presumed to recognize, in theory at least, that teaching effectiveness stems, in part, from participation in community activities. Most teachers have taken courses where the interrelationship of school and society was stressed, and the ready answers on examinations in such courses would indicate an awareness of responsibility in this regard. However, the facts speak for themselves. Except for activities connected with professional organizations, few teachers are participating citizens in community society.

The teaching profession of course has a higher number of church attenders than any other and while this may reflect to our credit at some (we hope removed) time this is not exactly thought about as community service. And while it is also a matter of record that most of us vote, in too many instances this is performed as a duty of conscience rather than as a democratic privilege. Too, there are a number of us who are moderately active in drives of the paper collecting and community chesting variety. If we wish to conceive of community activities loosely I suppose that all of these represent a type of participation. However, I don't feel that we can take much credit for participation of this type since in each of these instances we are but assuming the responsibilities of citizenship which fall on all, teacher and non-teacher alike.

Most of the young lawyers, engineers and salesmen I know belong to one or another of the service clubs which are part of community life; few of my male teacher friends avail themselves of this



CRAYOLA SCRATCHBOARD

Cover a heavy coat of light, bright Crayola with dark crayon, or Artista Tempera mixed with soap. When dry scratch design on top coat so that light colors reappear.

TEMPOLA-CRAFT

Draw design in bright, light Crayola colors on dull-surfaced wood or paper, then paint over with dark Artista Tempera or Water Colors.

CRAYOLA OVERLAY

Apply Crayola over Artista Tempera or Water Colors, using identical or contrasting colors. Pressure causes texture and color changes. For crispness press side of crayon near the end.

CRAYOLA ENCAUSTIC

Heat unwrapped Crayola sticks or melt crayon scraps over low heat and apply liquid with sticks, brushes or palette knives—or use cold crayon, then expose drawing to heat.

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5636 E. 61st St., Los Angeles 22, Calif.

privilege. My doctor and shopkeeper contemporaries are active in the social and political clubs of our town; my men schoolteacher friends are not. Most of the wives of my non-teaching colleagues are engaged in the numerous women's organizations which abound in the local culture; the wives of my teacher friends are conspicuous by their absence from them.

Don't Explain Away

It is sometimes said that the schoolroom makes demands on out-of-school life which tend to keep teachers out of the societal stream. It is frequently stated that participation of teachers in community activities is not encouraged. Neither of these rationales, however (or for that matter none of the many that have been advanced by those who seek to explain away non-participation), is sufficient to excuse us from the responsibilities which a democracy requires. And when in addition to being non-participants we seek to justify our non-participation we are evidencing the badge of a noodler . . . and a society with a preponderance of noodlers is in somewhat tenuous shape.

It isn't as though teachers aren't given the opportunity to share in community life. Most teachers, at one time or another, are invited to lead a Scout group or to share in some similar outside-of-school activity. Entree into the community society is, generally speaking, not difficult. But instead of utilizing such entrees as vehicles to render a measure of community service they are frequently undertaken with a let's-get-this-over-with attitude. Instead of recognizing that community participation brings personal esteem, professional advancement and community recognition, these tasks are viewed as though they were encroachments on the personal life of the teacher.

Tied with Our Role

Teacher noodlers overlook the fact that the future of the teaching profession as well as the future of each of us in it is tied up closely with the role we play in community life. The acceptance or rejection of teachers in a community is closely related to the degree to which they have accepted or rejected the community. The school program is seldom questioned and rarely threatened where teachers are participating members in the life of the community. Which leads to the obvious conclusion that if we expect support for education and backing for teachers in time of stress, we need to be known for our

activities outside as well as inside the school building.

A program designed to bring about better community teacher relations is based on three well-established principles; the first of which is that participation in community activities implies a recognition of the dangers that exist from non-participation. Second, participation needs to be stressed more during the teacher training period. Most essential are programs designed to provide opportunities to develop competence in community activities as well as to give an awareness of school and community interaction.

Such training has a broader connotation than that of any present practice and is based on the premise that teachers must be more than experts in the classroom. Finally, and assuming the implementation of the foregoing, optimum community teacher relationships require teachers who will accept the responsibility to take an active and participating part in the community culture to the end that growth of self, of students, and of the community will result.

In a word, the fewer the noodlers among us, the brighter the educational future.

Do You Know That...

- The new CTA Income Protection Plan is already in force in a number of local chapters.
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- Invitations for Company Representatives to meet with local chapters are being received daily.
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Plan Christmas Early

Aline Walsh

LAST year, after the holiday flurry, I began to wonder if Christmas could be made more real through concerted efforts to teach children the meaning and joy of planning and sharing. As a new teacher, several problems continued to disturb me.

First, there was the traditional "drawing of names" for gifts for classmates. Some forgot to bring packages and it was necessary for teachers to supply substitutes. Occasionally children failed because they disliked those whose names they drew. More often, I suspected, such a gift was just one more expense item for harassed mothers to extract from over-stretched budgets. Our school faced a new housing development where young couples met monthly payments with difficulty.

Second, was the "gift for teacher." Only a few were simple things children had been helped to make at home. Many bore elaborate department store wrappings, and several children confessed that they did not know what was inside.

Third, was the PROGRAM involving hours of practice taken from regular work.

I asked myself if, in the early fall, parents and teachers might discuss "getting ready for Christmas," the meaning of our celebration, aims, possibilities, school policies.

Spirit of Giving

Several potential ideas presented

Mrs. Walsh teaches at Claremont.

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themselves. For example, third grades studying Southwest Indians might adopt a class in an Indian school. What could be more interesting than to learn about real Indians collectively and individually through exchange of letters, pictures, booklets about school and community?

Teachers could discover specific needs of the other school. Through careful planning, third graders could make Christmas gifts to Indian third graders. They might be individual presents in keeping with the known need, or for the whole class—art material, library books, games, phonograph records.

At the re-location centers for Indians in Oakland and Los Angeles there are many children with their parents. They will be among strangers at holiday time and will appreciate the friendship and thoughtfulness of other young people.

Help the Handicapped

Interest in a modern community unit would be heightened by studying a specific children's home or hospital ward, a hospital for handicapped youngsters, or some other home town project designed especially for the very young.

Fourth grades might enjoy association with a health center or school in Mexico or among Mexican Americans in our own state. Classes studying the Pacific Circle could concentrate on orphanages in Korea, social service plans in the Philippines or Hawaii, or wherever their interests lay.

Through such plans, giving could be diverted from "drawing of names" and "presents for teacher" to a larger, more unselfish idea. Classes working together at school to make Christmas gifts, or to earn money for special needs probably would have a smaller total than that usually spent by parents for "names" and class treats, but the results would be due to the children's own thought and effort.

For and With Children

With a Christmas tree displaying gifts for their "adopted" friends, holiday programs stressing some of their traditions and music could well serve as culmination of such projects for and with children about whose lives and countries we study.

When carried out as part of a social studies unit with PTA backing, there would be a unity of interest, growth in the concepts of sharing, and understanding that the spirit of the giver is the most important element in a gift.

Yours — for the Asking

Here is a market place of materials offered especially for you by advertisers in this issue. From month-to-month you will find a variety of offerings—free teaching aids; catalogs of supplies and equipment; information about new products or services; occasionally free samples. Write directly to the advertisers or use the convenient coupon below.

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42. Request Card that will bring you a copy of the Teacher's Manual of "Music—Voice of the Universe," the 28th Annual Standard School Broadcast Course. This series of broadcasts will be divided into two groups of 13 broadcasts each—the fall programs will be devoted to "The Nature of Music," and those in the spring will

NOTICE OF PROPOSED AMENDMENT TO CALIFORNIA TEACHERS ASSOCIATION BY-LAWS

The Board of Directors, California Teachers Association, unanimously proposes the following change in California Teachers Association By-Laws:

Amend Article I of the By-Laws by adding a new section thereto reading as follows:

"Section 3. The Association shall be one which does not contemplate pecuniary gain or profit to the members thereof, and no part of the net earnings of the Association shall inure to the benefit of any of its members or any other private individual. In the event of a winding up or dissolution of the Association, after paying or adequately providing for its debts and obligations, the board of directors shall dispose of any remaining assets of the Association exclusively for educational purposes in such manner as may be directed by decree of the Superior Court of the State of California in and for the City and County of San Francisco upon petition filed for that purpose by the directors."

The proposed change will be voted upon at the December, 1955, meeting of the State Council.

emphasize the "Music of Nature." (Standard Oil Company of California)

48. The Recording as a Teaching Tool is a compilation of articles on the use of records in the classroom from kindergarten through college. It suggests the great variety of educational material available in this form, as well as the great uses to which records can be put. (Folkways Records & Service Corp.)

4. Complete Free Teaching Program on Menstrual Hygiene: two films, four booklets, an educational portfolio. Indicate quantity desired of each number. (Personal Products Corporation.)

- a. Growing Up and Liking It! A booklet for girls 12 to 18. Fully explains menstruation.
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O-u-g-h spells misery

"A WRIGHT writes on the rites of the church and the rights of the people" is a quotation I picked up in a quaint old book titled "Our Accursed Spelling," published in 1901. This illustration, as well as hundreds of others packed into 142 pages, point up the haphazard etymological development of our English language.

For instance I note that the word "sound" is sound spelling since it is thoroly fonetic. But I leap to my Webster Unabridged and I find there "sound" listed 13 times as an adjective, 12 times as a noun, and seven times as a verb—32 different shades of meaning without the change of a letter!

The little book, sent to me by the secretary of the Simpler Spelling Association of Lake Placid Club, N.Y., contains essays by reputable etymologists, philologists, and orthographists. They present a persuasive argument that English needs a good overhauling, but all confess despair that anything really constructive will ever be done about it. One suggests that we may expect a language cleanup after a complete social revolution.

It gives me no comfort to learn that Caxton, in 1474, used Dutch printers when he set the old English manuscripts in type, and that they exercised their own initiative in adapting meaning to phonics. I have been blaming printers for my discomfiture for a long time, especially when glaring errors leap out of finished pages. It may be slight comfort to realize that nobody is really to blame, that we are a rather remarkable people to master the spelling and reading of this language as well as we do.

It is of passing interest to note that Joy Elmer Morgan, former editor of NEA Journal, was a member of the executive committee of the Simpler Spelling Association. This accounts for the modified simple spelling we still see in this excellent educational publication. If I had the nerve, I would set up some similar rules for CTA Journal. But I won't. I'll struggle along blindly like most of my colleagues, wrapped in my safe cloak of conformity.

In this morning's mail I received a note from Etta Tessmer of San Francisco, who commented on our "Pound of Flesch" item in last month's Cordially Yours and who tried to recall the story of the Frenchman who first encountered O-U-G-H. But she couldn't find it. I'm happy to report that the poem credited to Charles Battell Loomis was printed in "Our Accursed Spelling." It should be passed along.

I'm taught p-l-o-u-g-h
Shall be pronounced "plow,"
"Zat's easy ven you know," I say.
"Mon Anglais I'll get through."
My teacher say zat in zat case
"O-u-g-h is 'oo'."
And zen I laugh and say to him,
"Zees Anglais make me cough."
He say, "Not coo, but in zat word
O-u-g-h is 'off'."
O, sacre bleu! such varied sounds
Of words make me hiccough!

He say, "Again, mon friend ees wrong!
O-u-g-h is 'up',
In hiccough." Zen I cry, "No more,
You make my throat feel rough."
"Non! non!" he cry, "you are not right—
O-u-g-h is 'uff'."
I say, "I try to speak your words,
I can't pronounce zem though!"
"In time you'll learn but now you're wrong.
O-u-g-h is 'owe'."
"I'll try no more. I shall go mad,
I'll drown me in ze lough!"
"But ere you drown yourself," said he,
"O-u-g-h is 'ock'."
He taught no more! I held him fast!
And killed him wiz a rough!

Woe to the child who tries to use reason in spelling English. It is not my purpose to argue the case of modern educators on the teaching of spelling. But I can't escape the conclusion that spelling must depend on constant drill, memorizing, and much reading. Unless we prescribe large doses of distasteful routine, we cannot produce good spellers.

Have you heard about the graduate student who wanted to write a dissertation on simplified spelling? Decided not to because if he were true to his principles his Ph.D would become F.D. and somebody suggested that might be interpreted as meaning Fuddy-Dud. Some people are easily discouraged.

A muzzle for teacher

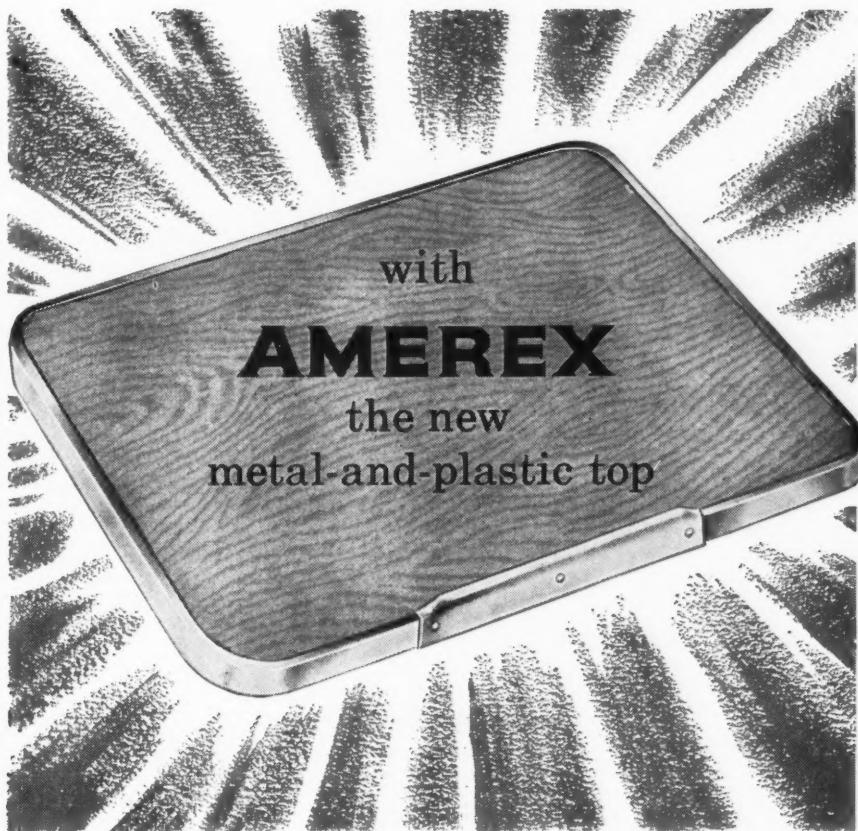
THE author of "God and Man at Yale," William Buckley, Jr., describes academic freedom as a device for giving teachers authority over our beliefs.. His opinion is that "the doctrine has become an emotional symbol in the United States. To tell the teacher what to think is totalitarianism, but it is our duty to seek out people congenial to our point of view and put them in positions of trust and confidence. Teachers have to suffer the vicissitudes of the market place."

Shivering with fright, this critic thinks that if teachers are not watched by society, they will "arrogate to themselves this freedom . . . to give a minority ruling class absolute authority over what people are to believe." With a quivering finger, he points at John Dewey, who said that "the school has the power to modify our social order." Yet he goes on to generalize that "education runs the world" and that "the nature of civilization is to transfer from generation to generation the truths and value judgments that have been accumulated through the years."

Without the freedom to criticize, to accuse, to form judgment, Mr. Buckley would not write books or hold audiences spellbound. Like many of his readers, this writer is mixed up. If he delegates great power to education, on whom will he vest the power to educate? The politicians, perhaps, or the gardeners and chambermaids? Why should teachers not be qualified to pass on the competence of other teachers? Why should they not exercise judgments comparable to those of a writer?

CORDIALLY YOURS..... J. Wilson McKenney

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